Continuing Professional Development



2026-2027



Camden Learning

Introduction

Dear Colleagues,

Building Back Stronger sets out a clear vision for knowledgeable, skilled leaders and teachers who love working and learning in Camden. At Camden Learning, we are committed to creating an education system that inspires a strong sense of pride and belonging—both in our pupils and in the staff who support them. Central to this ambition is our belief that teachers and school leaders are the system's most precious resource.

High-performing education systems value their workforce. We want everyone working in our schools - teachers, leaders and support staff - to enjoy their roles, feel confident in their knowledge and skills, and feel genuinely appreciated for the difference they make for children and young people across Camden.

Research consistently shows that high-quality professional development is closely linked to greater job satisfaction and retention. An excellent workforce depends on excellent professional learning. Camden Learning provides opportunities for professionals to plan, work and learn together across schools, and we know that this system-wide collaboration drives innovation, motivation and impact. By building both professional and social capital, it deepens commitment to Camden and helps us retain our strongest practitioners in the classroom.

Our professional development programme is designed to help all staff flourish at every stage of their career - whether you are an Early Career Teacher finding your feet and building networks; a teaching assistant developing pedagogical expertise; an experienced teacher refining practice through subject networks; an emerging leader extending whole-school impact; or a senior leader seeking opportunities to shape and lead system-wide improvement.

The programme draws on best practice from Camden's excellent schools, networks and lead practitioners, alongside Camden Learning improvement partners and a range of high-quality external providers. Together, they deliver bespoke, relevant sessions throughout the year, ensuring staff have the tools, support and opportunities they need to progress and thrive.

We encourage you to browse the full range of courses in the brochure or visit our website at:

https://camdenlearning.arlo.co/w/upcoming/

If you have bespoke training requirements not currently listed, please contact us - we would be very happy to discuss these with you.

We look forward to welcoming you and your colleagues to our professional learning events in the new academic year.

Stephen Hall, Chief Executive Officer





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Communities of Learning

Communities of learning bring educators together to share practice, build collective expertise, and drive sustained improvement across schools. Grounded in collaboration, they create structured opportunities for schools and leaders to learn with and from one another, focusing on shared priorities such as teaching quality, inclusion, and pupil outcomes.

Leadership Breakfast Meetings

Our Breakfast Meeting sessions offer a valuable opportunity for schools to host colleagues and share effective practice within their own settings. Observing successful approaches first-hand gives school leaders meaningful opportunities for reflection, and Camden schools are uniquely well placed to benefit from peer-to-peer learning through open discussion and observation in comparable contexts.

Each half term, a schedule of host schools and dates is shared (with some variation due to school holidays). Schools take turns to host the meetings, which run from 8:00 to 9:00am. Over coffee, the host school presents on the agreed focus topic, sharing practice from their own context. At 9:00am, participants are invited on a tour of the school.

These visits are intended to be informal 'show and tell' sessions rather than formal peer reviews, creating a supportive environment in which schools can explore different approaches, ask questions and learn from one another. Senior leaders from all schools are encouraged to attend, regardless of the phase of the host school, and the meetings offer valuable opportunities for cross-phase learning.

The sessions run on a half-termly basis. Sessions will be promoted through the Schools Bulletin and CPD Bulletin.

Who should attend? ***Leaders from EYFS, Primary, Special and Secondary settings***

Book now for 2026 - 2027

AI in Practice
Kingsgate Primary School
16 October 2026

Leading SEND in a specialist setting
Swiss Cottage School
22 January 2027

Leading Oracy in Practice
Torriano Primary School
26 February 2027

Primary Maths Progression
Hawley Primary School
21 May 2027

Effective Attendance Strategies
Maria Fidelis School
18 June 2027

Learning Hubs

Camden Learning's Hubs offer focused professional development and collaboration opportunities across key areas of education. Led by schools, the hubs draw on local expertise to support the development of effective practice. They provide space for educators to share knowledge, improve pedagogy, and explore innovative approaches informed by research and experience.

Each hub responds to strategic priorities within Building Back Stronger and adapts to emerging needs identified by schools and Camden Learning. By sharing insights and effective practices across the borough, the hubs help build a sustainable system for continuous improvement and professional growth.

SEND Hub

Building on the successful work of previous years, the SEND hub will be running for 2026 - 2027. With the continued focus on ensuring the best outcomes for pupils accessing SEND support in our schools, the hub provides a focused platform for sharing, reflection, discussion and collaborative action through research. Core focus areas for the upcoming year include: sustaining successful adaptive teaching, interventions and provision across the primary phase, using assessment to drive informed decisions, staff allocation amid budget challenges and curriculum development for the highest needs learners. Training and development opportunities will include opportunities to visit other settings as well as access to specific evidence based training. Schools attending will contribute towards case studies of good practice.

Who should attend? ***Primary SENCOs and Pastoral Leads***

To read our previous SEND Hub report visit https://camdenlearning.org.uk/learning-hub/send-hub/

For more information or to join the hub, please contact Miriam Nadarajah (m.nadarajah@kentishtown.camden.sch.uk)

Early Oracy Hub

The Early Oracy Hub brings together practitioners from across the borough to explore the research, evidence and strategies for effective talk routines. Through continued professional development focus meetings, implementation design and review, setting visits and professional reflection, schools are equipped with the knowledge and skills to enable strong foundations for oracy.

Who should attend? ***Practitioners from EYFS settings, EYFS Leaders / Assistant Headteachers / Deputy Headteachers***

For more information or to join the hub, please contact Holly Churchill (HOS@torriano.camden.sch.uk)

Primary Maths Hub

Camden Counts: Fluent by 7, Mathematician by 11 provides the strategic focus for the Camden Primary Maths Hub in 2026/27. The Maths Hub enables maths leaders and teachers to collaborate, undertake research and develop practice, with a shared commitment to strengthening the teaching and learning of mathematics in our schools across Camden. Two Joint Practice Development Groups (JPDs), will run with themes shaped by priorities in our schools and the wider national context. Through twilights, school visits, collaboration and action research, participants work together to improve classroom practice and pupil outcomes. Joining the Maths Hub is a chance to learn alongside committed colleagues, contribute to borough-wide development, and help shape the future of primary maths in Camden.

Who should attend? *Primary Maths Leaders, Practitioners from EYFS and Primary settings*

To read our previous Maths Hub report visit https://camdenlearning.org.uk/learning-hub/primary-maths-hub/

For more information or to join the hub, please contact Natalie Stevenson (natalie@eleanorpalmer.camden.sch.uk)



AI Hub

The Primary AI Hub brings together practitioners from across the borough to explore the research, evidence and practical applications of artificial intelligence in primary education. Through continued professional development sessions, collaborative implementation design and review, school visits and professional reflection, teachers develop the confidence to use AI technologies safely, ethically and effectively. The hub supports schools to embed AI in teaching, learning and wider school systems, equipping staff with the knowledge and skills to enhance pupil outcomes, streamline workload and prepare children for an increasingly digital future.

Who should attend? ***Primary Senior Leaders, Primary Computing Leads, SENCOs and teaching staff***

For more information or to join the hub, please contact Mike Ford (m.ford@kingsgate-pri.camden.sch.uk)

Secondary Pedagogy Hub

The Secondary Pedagogy Hub provides a reflective platform for secondary colleagues to evaluate and reflect on teaching practices in secondary education through a research-driven lens. Underpinned by the latest Education Endowment Fund research, the hub offers opportunities to engage in evidence review, school visits, professional dialogue and the development of practical strategies, aiming to support the progress of all students, including those who are SEND or disadvantaged.

Who should attend? Practitioners from Secondary settings, Head of Faculty / Department, Assistant Headteachers / Deputy Headteachers

To read our previous Secondary Pedagogy Report, please visit https://camdenlearning.org.uk/learning-hub/secondary-pedagogy-hub/

More information on hub focus and dates will be available in September 2026.





Early Career Teacher Programme

The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for Early Career Teachers (ECTs), linked to the best available research evidence. Camden Learning partner with UCL to deliver the core statutory Early Career Professional Development Programme (ECPDP).

Camden Learning offer an enriched local programme led by expert practitioners from our schools. This means that ECTs will develop a strong and supportive network in their first two years of teaching.



Programme Overview

The Early Career Framework (ECF) outlines what early career teachers should learn and practice during their induction period. It focuses on developing teaching knowledge, skills, and habits to set teachers up for success.

High Expectations: Setting ambitious goals for all pupils and creating a positive learning environment.

How Pupils Learn: Understanding cognitive science principles, such as memory and retrieval, to support effective learning.

Subject and Curriculum Knowledge: Building expertise in subject matter and curriculum design to deliver high quality lessons.

Classroom Practice: Planning and teaching well-structured lessons that engage and challenge pupils.

Adaptive Teaching: Differentiating instruction to meet the diverse needs of learners.

Assessment: Using formative and summative assessments to monitor progress and inform teaching.

Managing Behaviour: Establishing routines and strategies to create a safe and respectful classroom environment.

Professional Behaviours: Developing habits for collaboration, reflection, and continuous professional growth.

The framework is designed to provide structured support and training over two years, ensuring teachers have the tools they need to thrive.

For more information visit https://camdenlearning.org.uk/professional-development/ect-programme/

Leadership Development

Our Leadership Development Offer equips school leaders with the skills, insight, and confidence needed to lead effectively in an evolving educational landscape. Through a blend of core training, professional networking, and reflective dialogue, participants strengthen their leadership practice and capacity to lead with clarity, purpose, and resilience.

National Professional Qualifications

We are proud to partner with University College London (UCL) to deliver a suite of **National Professional Qualifications (NPQs).**

Our local NPQ cohorts offer face-to-face learning and foster strong professional networks. These collaborative groups create space for educators to share challenges, solutions, and best practices within a supportive Camden community.

NPQs on Offer

NPQ for SENCo (NPQSENCO) / 18 months: Specifically for Special Educational Needs Coordinators, this qualification develops leadership skills to drive effective SEND provision. With NPQSENCO a mandatory qualification, it is essential for current and aspiring SENCos.

NPQ for Senior Leadership (NPQSL) / 18 months: Designed for current and aspiring senior leaders, this qualification equips participants with the strategic skills needed to lead school improvement.

NPQ for Headship (NPQH) / 18 months: Tailored for those preparing for or new to headship, NPQH supports leaders in developing the confidence, resilience, and expertise required to lead a school effectively.

NPQ for Leading Teaching (NPQLT) / 12 months: For middle leaders responsible for any aspect of leading a subject, year group or phase or aspire to leading teaching in your context.

Delivery and Facilitation

All NPQs are delivered through a blend of expert-led sessions and local collaboration. Sessions are facilitated by Camden-based professionals who bring practical, context-driven experience to enrich the learning journey.

Registration

The DfE registration portal will open on 23 June 2026. Search 'register for a National professional Qualification'.

Scholarships

Information for scholarship funding can be found at https://www.gov.uk/government/publications/funding-for-national-professional-qualifications-npqs/funding-for-national-professional-qualifications-npqs.





Headteacher Coaching

Effective coaching is a key tool for school leaders to reflect on their practice, develop new skills, and invest in their professional growth. We recognise the pressures that Headteachers face, and our coaching programme is designed to support and empower leaders, offering them dedicated time for reflection and strategic development.

Coaching Offer

Standard Coaching Sessions: All Camden headteachers have access to three individual coaching sessions per year as part of the Camden Learning subscription. These sessions provide a space for personal reflection, goal setting, and strategic problem-solving.

New Headteacher Coaching: For new headteachers or heads of school, we offer six coaching sessions in their first academic year, ensuring they receive the additional support needed during their transition into the role.

Additional Sessions: Extra coaching sessions can be arranged at cost, ensuring flexibility for leaders who may want an extended programme.

This offer is available to subscription members. For more information, please contact Paranie SivaChandra (paranie.sivachandra@camdenlearning.org.uk).

Executive Leader Peer Network

The Executive Headteachers Network brings executive leaders together on a termly basis to share effective practice, reflect on system-level challenges, and learn from one another's experience. The network provides a trusted, collaborative space to support strategic leadership, school improvement, and joint problem-solving across contexts.

For more information please contact Rachel Davie (rachel.davie@camdenlearning.org.uk)



Mentoring

Tailored Mentoring
Alongside coaching, we offer mentoring and buddying opportunities for Headteachers—particularly those in the early stages of their leadership journey. These programmes connect new Headteachers with experienced peers who can provide practical guidance, share insights, and offer sustained support.

Peer-to-Peer Support
We promote a collaborative culture where leaders can learn from one another through structured mentoring relationships. This approach builds a strong, connected network of support across Camden, enabling leaders to draw on shared expertise and experience.

This offer is available to subscription members. For further information or to discuss your needs, please contact Rachel Davie (rachel.davie@camdenlearning.org.uk).

BGMH Mentoring

Camden Learning is dedicated to increasing diversity in school leadership and representation across Camden. Our goal is to make Camden schools and settings a top choice for BGMH (Black, Global Majority, and Heritage) staff. We recognise under-representation in senior leadership roles and are committed to addressing this issue. In partnership with The Platform, we offer mentoring sessions with school leaders or other opportunities, to support career progression within Camden schools and access further support.

To read more about our BGMH Network visit https://camdenlearning.org.uk/about-us/addressing-inequality-and-social-justice/bgmh-educators-network/

This offer is available to subscription members. For further information or to discuss your needs, please contact Paula Walker (paula.walker@london.anglican.com)



Effective Self Evaluation

Description

A practical workshop providing leaders with the knowledge, tools, and confidence to carry out rigorous, meaningful self-evaluation in preparation for an Ofsted inspection. Grounded in the latest inspection framework and toolkit, including the need for a best fit evaluation and a stronger emphasis on inclusion, this session supports leaders to build a self-evaluation model that is meaningful, sustainable, and inspection-ready.

Through guided reflection, real examples, and collaborative activities, participants will focus on:

- The structure of self-evaluation to reflect the six core evaluation areas
- Using the five-point grading scale confidently, understanding what "Expected Standard", "Strong Standard", and "Exceptional" look like in practice
- Developing evidence-led self-evaluation that feeds directly into School Improvement Planning and aligns with the Report Card narrative
- Embedding continuous, self-evaluation processes rather than producing documents solely for inspection
- Preparing middle leaders to talk confidently about impact, disadvantage, inclusion, curriculum design, and outcomes

Who should attend?

Headteachers, Senior Leaders

Details

Primary: 24 November 2026 / 2pm - 4.30pm
Secondary: 1 December 2026 / 2pm - 4.30pm
Special: 17 November 2026 / 2pm - 4.30pm

Understanding the Ofsted Framework

The Ofsted framework introduced in November 2025 marked a shift in how school Ofsted inspections will be undertaken and how schools will be evaluated. The new approach aims to provide a more nuanced and comprehensive assessment of schools, moving away from single-word judgments to a more detailed and supportive inspection process. This session will explore the Ofsted framework and the inspection toolkit to support leaders and Governors to preparation for inspection.

Who should attend? ***Senior Leaders***

Details: **8 October 2026 / 3.30pm - 5pm**



Pupil Premium Strategy 2026–27: Writing an Effective Plan

Description	Join the Research School for a practical, two-part training programme designed to support school leaders in reviewing, refining, and writing a high-quality Pupil Premium Strategy for 2026–27. **Workshop 1: Understanding your context & developing your strategy** Strengthen your understanding of Pupil Premium within both the Camden context and your own school. Analyse pupil needs and identify key challenges and barriers to achievement. Begin drafting the initial sections of your Pupil Premium Strategy. **Workshop 2: Evidence-informed planning** Explore the research underpinning effective Pupil Premium spending. Select appropriate, evidence-informed approaches to address identified challenges. Complete and refine your strategy document. **What to Expect** • Interactive, hands-on workshops with dedicated writing time • Practical tools, templates, and exemplars to support your work • Clear models and guidance for every stage of the strategy development process • Opportunities for discussion, reflection, and professional feedback
Who should attend?	***Headteachers, Senior Leaders***
Details	**21 September 2026 / 1.30pm - 3.30pm** **12 October 2026 / 1.30pm - 3.30pm**

Camden Race Equity Leadership and System Improvement Programme

Description	Following highly positive feedback from Camden headteachers and senior leaders in 2025–26, the Camden Race Equity Strategic Leadership Improvement Programme (CRESLIP) returns for 2026–27. This expanded offer is now open to middle as well as senior leaders, including curriculum, pastoral, phase, inclusion, safeguarding and EDI leads across all phases and settings. While Camden schools have made strong progress in tackling racial inequity, gaps remain. Some Black and global majority heritage (GMH) pupil groups continue to underperform, and GMH staff are underrepresented in leadership. At the same time, white working-class pupils also face significant barriers. CRESLIP supports leaders to deliver Camden's Building Back Stronger vision - ensuring every child flourishes and every adult belongs. **This programme will help schools to:** • Raise attainment and reduce inequity • Better support GMH staff and learners • Create safe, inclusive environments for conversations about race • Strengthen trust with communities **What the programme offers** • High-quality training in racial literacy and inclusive leadership • Practical tools, case studies and resources • Strategies for inclusive curriculum and workforce development • A sustained peer network to support ongoing work
Who should attend	***Headteachers, Senior Leaders, Middle Leaders, Phase Leaders, Curriculum Leaders, Pastoral Leaders***
Details	**Day 1: 2 February 2027 / 9am - 12.00pm** **Day 2: 26 April 2027 / 1pm - 4pm** **Day 3: 17 May 2027 / 9am - 12.00pm** **Day 4: 21 June 2027 / 1pm - 4pm**

Early Years Foundation Stage

Our Early Years Foundation Stage (EYFS) CPD offer supports practitioners working with children from birth to five to deliver high-quality, child-centred provision. Grounded in the EYFS framework, it focuses on securing strong foundations for learning, development and wellbeing through effective pedagogical practice, enabling environments and meaningful interactions.



Leadership

Early Years Network Meeting

Our termly meetings provide focused professional development to strengthen the expertise and strategic leadership of EYFS leaders. Sessions include updates on key national and local developments, ensuring provision remains current, compliant and responsive to emerging priorities.

Leaders are supported to reflect on and evaluate their provision, identify key areas for development, and refine their approach to improve outcomes for children. Through collaboration and the sharing of effective practice, the network fosters a culture of continuous improvement, enabling leaders to adopt and adapt successful approaches across their settings.

Who should attend? ***Early Years Leaders***

Details:
21 October 2026 / 9am - 12.30pm
10 February 2027 / 9am - 12.30pm
19 May 2027 / 9am - 12.30pm

Induction

Supporting staff moving to the Early Years

This three-session programme provides essential guidance for practitioners who are new to working within the Early Years Foundation Stage (EYFS).

Session 1 focuses on building a secure understanding of the EYFS statutory framework, alongside effective use of the observation, assessment and planning cycle, and the importance of strong, positive relationships with children.

Sessions 2 and 3 develop practical approaches to supporting young children as effective learners. This includes creating high-quality continuous provision, designing engaging learning environments, and developing impactful adult interactions that promote learning and development.

Who should attend? ***Teachers and Support Staff new to EYFS***

Details:
24 September 2026 / 1.30pm - 4pm
12 November 2026 / 1.30pm - 4pm
14 January 2027 / 1.30pm - 4pm

The Early Years Writing Curriculum: Effective practice and provision

Description	These sessions are designed to strengthen practitioners' understanding of high-quality writing practice and provision in the Early Years. Participants will reflect on how Stronger Foundations and The Writing Framework inform effective practice, alongside exploring how to promote purposeful independent writing within continuous provision. Through practical examples and professional dialogue, practitioners will: develop a clear understanding of effective early writing pedagogy explore how to create environments that support purposeful writing reflect on current provision and identify opportunities for improvement strengthen approaches to supporting children's early writing development The sessions focus on building strong foundations for writing through meaningful, well-planned opportunities that support children to become confident, independent writers.
Who should attend?	*Early Years Teachers and Support Staff*
Details	Session 1: 26 November 2026 / 1.30pm - 3.30pm Session 2: 4 February 2027 / 1.30pm - 3.30pm



Meaningful musical moments in the Reception classroom

Description	Music is already a joyful and familiar part of Reception classroom life, from songs at tidy up time to rhymes on the carpet. This CPD session builds on what teachers already do, offering simple, practical and fun ideas to embed meaningful musical learning throughout the school day. The session is designed to boost confidence for everyone, including teachers who may not feel confident in their own musical ability. No prior musical knowledge is needed. Through accessible ideas, clear demonstrations and low pressure participation, teachers will discover that musical learning can be delivered through simple singing, movement, listening and play.
Who should attend	*Early Years Teachers and Support Staff*
Details	20 January 2027 / 4.30pm - 6pm



EYFS Profile Training for teachers and practitioners new to Reception

Description

This CPD session supports teachers and practitioners new to Reception to develop a strong understanding of EYFS assessment and high-quality professional dialogue.

Using EYFS exemplification materials, participants will explore the key features of effective assessment discussions and reflect on expectations within the Early Learning Goals (ELGs). The session provides structured opportunities to engage in professional dialogue and develop confidence in making accurate judgements.

Participants will:

- Build a clear understanding of ELG expectations
- Develop effective approaches to professional dialogue
- Explore exemplification materials to support assessment decisions
- Engage in cross-school moderation to ensure consistency

Who should attend?

Early Years Teachers and Support Staff

Details

27 January 2027 / 1.30pm - 3.30pm





EYFS Profile Moderation

Description

This CPD session supports practitioners to strengthen high-quality professional dialogue and ensure consistency in EYFS assessment across settings.

Using EYFS exemplification materials, participants will explore the key features of effective professional dialogue and reflect on real examples of practice. Focused discussion of the Early Learning Goals (ELGs) will support a clear, shared understanding of expectations and enable accurate, meaningful assessment.

The session includes a structured opportunity for cross-school moderation across all seven areas of learning, starting with children working at the age expected standard. This collaborative process promotes professional discussion, strengthens consistency in judgements, and builds confidence in assessment decisions.

Who should attend?

Early Years Teachers and Support Staff

Details

26 May 2027 / 9.30am - 12pm
9 June 2027 / 1.30pm - 4pm





Bespoke Support

Advisory Visits

Advisory visits for the Early Years Foundation Stage (EYFS) can assist schools in self evaluation of provision. Visits are structured to include professional discussions and practical activity. Core areas of focus can include curriculum review, teaching and learning, and professional development. Visits are bespoke and will be tailored to individual school need.

Please contact: Rachel Davie (rachel.davie@camdenlearning.org.uk).

Wider offer

Early Years Training Hub (Camden Council)

The Camden Early Years Training Hub provides a wide range of training and support for early years professionals. Their offerings include speech and language, occupational therapist support and operational training.

https://www.camdenearlyyearstraining.co.uk/

https://www.camdenearlyyearstraining.co.uk/





Primary

Our Primary CPD offer is designed to support schools in delivering high-quality teaching and learning across the curriculum. We provide a wide range of evidence-based training sessions tailored to the specific needs of primary school staff, from early career teachers to experienced leaders. CPD topics include subject networks, pedagogy and subject specific including ECR7 and assessment / moderation / year group specific training opportunities.



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Effective Pedagogy

Adaptive Teaching Programme

Description	The Adaptive Teaching programme is a structured, evidence-informed offer designed to help teachers meet the diverse needs of all learners. Delivered over three sessions, it draws on guidance from the Education Endowment Foundation (EEF) to develop practical, high-impact classroom strategies. Participants will learn how to use assessment effectively to identify pupil strengths and barriers, and to adapt teaching in real time. The programme centres on the assessment–adaptation–feedback cycle, enabling teachers to design flexible lessons, use targeted questioning and scaffolding, and maintain high expectations for all learners. **Through practical workshops and real classroom scenarios, teachers will:** • Adapt teaching to support all learners, including those with SEND • Use assessment to inform responsive teaching decisions • Provide precise, actionable feedback to accelerate progress • Create inclusive classrooms where all pupils can access and succeed Structured opportunities to apply and reflect between sessions ensure learning is embedded, leading to sustained improvements in teaching and pupil outcomes.
Who should attend	***Middle Leaders, Classroom Practitioners***
Details	4 November / 9.30am -12.30pm 21 January / 9.30am -12.30pm 3 March / 9.30am -12.30pm

Effective Teaching and Learning in Reading, Writing and Maths

Description	One day training sessions provide structured opportunities for teachers to strengthen both their understanding of year group expectations and the accuracy of their assessment through collaborative moderation. **Session 1: Year Group Expectations** Teachers will develop a secure understanding of end-of-year expectations in reading, writing and mathematics. This includes exploring what it means for pupils to be 'secure' in each subject and identifying common gaps in learning, alongside effective strategies to address them. **Session 2: Moderation** Through professional dialogue and the scrutiny of pupil work, participants will moderate assessments to ensure consistency and accuracy. Opportunities for peer-to-peer discussion and sharing of effective practice will support stronger, more aligned judgements across schools. **Participants will:** • Strengthen their understanding of age-related expectations • Make more accurate and consistent assessment judgements • Identify gaps in learning and plan targeted next steps • Share practice and build confidence through collaboration Teachers will develop confidence in assessing pupil progress and supporting pupils to become secure readers, writers and mathematicians.
Who should attend	***Year Group Teachers, Support Staff***
Details	**All sessions run 9am - 3pm**

Year Group	Year Group Expectations	Moderation
Year 1	25 November 2026	27 April 2027
Year 2	18 November 2026	5 May 2027
Year 3	17 November 2026	4 May 2027
Year 4	11 November 2026	28 April 2027
Year 5	10 November 2026	19 May 2027



Writing Moderation

Description

Twilight sessions that support Year 6 teachers in conducting accurate and consistent end-of-key-stage writing assessments.

The sessions provide valuable opportunities for teachers from different schools to collaborate, engage in professional dialogue, and moderate pupil writing against national standards. Through this process, participants will develop a clearer understanding of expectations for writing at the end of Key Stage 2.

Participants will:

- Moderate pupils' writing to secure accurate assessment judgements
- Deepen understanding of national standards and age-related expectations
- Strengthen consistency across classes and schools
- Build confidence in assessing pupil progress in writing

By the end of the session, teachers will feel more confident in making informed, reliable judgements and ensuring high-quality assessment in writing.

Who should attend?

Year 6 Teachers, Support Staff

Details

Session 1: 24 November 2026 / 4pm - 5.30pm
Session 2: 2 February 2027 / 4pm - 5.30pm
Session 3: 18 May 2027 / 4pm - 5.30pm

Effective Support in Year 6

This CPD session supports Year 6 teachers to navigate the demands of end of Key Stage 2 assessments with confidence. It focuses on developing secure understanding of expectations in reading, writing and mathematics, alongside practical strategies to support pupil progress.
The session emphasises high-quality assessment for learning and responsive, next-step teaching, ensuring pupils are well prepared for statutory assessments while continuing to experience a broad and balanced curriculum.

Who should attend? ***Year 6 Teachers, Support Staff***

Details: **29 September 2026**

SATs Preparation

A CPD session supporting Year 6 teachers to prepare pupils effectively for end of key stage assessments, while strengthening provision and assessment in reading, writing and mathematics. Through collaborative working, teachers will refine their approaches to teaching and assessment, ensuring pupils are well prepared to meet the demands of SATs. The session includes opportunities to moderate pupil work against national standards, develop consistency in judgement, and share effective practice across schools.

Participants will explore how to:

- Prepare pupils for SATs through high-quality, targeted teaching
- Moderate work to ensure accurate and consistent assessment
- Identify gaps in learning and plan effective next steps
- Strengthen provision to support secure outcomes in reading, writing and maths

By the end of the session, teachers will have a clearer understanding of end-of-year expectations and greater confidence in supporting pupils to become secure readers, writers and mathematicians. The session also promotes strategies to build pupil resilience, helping them approach assessments with confidence.

Who should attend? ***Year 6 Teachers, Support Staff***

Details: **26 January 2027 / 9am - 3pm**

Developing Digital Pedagogy

Description

Unlock the full potential of technology to transform teaching and learning.

A three-part CPD programme led by the AI Campus, with a focus on supporting teachers and leaders to use digital tools with clarity, confidence and purpose, rooted in strong, evidence-informed pedagogy.

Moving from key principles to practical classroom application and sustained whole-school impact, participants will explore how to design inclusive learning through Universal Design for Learning (UDL), ensuring all pupils can access and succeed in the curriculum. The programme showcases how digital and assistive technologies, including emerging AI tools, can be used to scaffold learning, strengthen literacy, enhance assessment, and increase independence, particularly for pupils with SEND.

With a strong focus on practical implementation, participants will leave with strategies that can be applied immediately, alongside the tools to evaluate impact and embed what works. The result is a consistent, sustainable approach to digital practice that enhances engagement, removes barriers, and drives meaningful improvements in pupil outcomes.

Who should attend?

Curriculum Leaders, SENCOs, Classroom Teachers, Support Staff

Details

Foundations of Inclusive Digital Pedagogy:
02 December 2026 / 9.30am - 11.30am

Adaptive Teaching and Assistive Technology in Everyday Classrooms:
11 February 2027 / 9.30am - 11.30am

Evaluating Impact & Sustaining Inclusive Digital Practice:
1 July 2027 / 9.30am - 11.30am



Every Child a Reader by 7

Every Child Reading by 7 (ECR7) is dedicated to ensuring that every Camden child who can learns to read by age 7, while those facing challenges receive expert, tailored teaching at their own pace.

ECR7 is committed to high literacy achievement, aiming for at least 90% of Camden children to pass the Year 1 phonics screening check and 85% to meet the expected reading standard by Year 2. To achieve this, ECR7 works in close partnership with Early Years settings, Primary Schools, and Key Stage 3 professionals, creating a strong support network for young readers.

To strengthen teaching, ECR7 offers specialised training. These sessions focus on evidence-based reading strategies, phonics instruction, and effective methods for children with additional learning needs, ensuring every child gets the best possible foundation for reading success.

Beyond early literacy, ECR7 supports reading development for children aged 7–11, with training focued on comprehension skills and oracy—helping children build confidence, express ideas clearly, and develop strong speaking and listening skills that support lifelong learning.

Through strategic collaboration, expert training, and a comprehensive approach to literacy and communication, ECR7 empowers Camden children to become capable, confident readers and communicators.

From phonics to fluency and reading for pleasure in Year 2 (Year 2 teachers)

Supporting Year 2 teachers in strengthening the transition from systematic phonics teaching to fluent, confident reading. Drawing on evidence-informed practice, it ensures secure coverage of Phase 5 while supporting pupils to move towards automaticity and fluency.

The session addresses the dual priority in Year 2 classrooms: securing rapid progress for pupils who have not yet met expected phonics standards, while extending and deepening reading for those who are ready to move beyond decoding.

Who should attend? ***Year 2 Teachers and Support Staff***

Details: **1 October 2026 / 9am - 12pm**

ECR7
EVERY CHILD READING BY 7

Making the best start in phonics: Effective provision for Early Reading and vocabulary development

Training designed for Reception and Year 1 teachers that focuses on developing high-quality phonics provision to support early reading success. Participants will observe phonics teaching in both Reception and Year 1 classrooms, explore effective assessment practices, and deepen their understanding of how phonics teaching progresses across the early years. The session will also highlight practical strategies for promoting early language, reading fluency, and vocabulary development, ensuring children build strong foundations for future learning.

Who should attend? ***EYFS and KS1 Leaders, English Leaders, Teachers, Support Staff***

Details: **24 September 2026 / 9am - 12pm**

Ensuring Reading Fluency and supporting catch up in Year 3

Training designed for Year 3 teachers that focuses on developing effective approaches to reading fluency, comprehension and catch-up provision. Participants will observe reading teaching in a Year 3 classroom and explore evidence-based strategies that support pupils in becoming fluent, confident readers. The session will also examine effective assessment practices and targeted interventions to help pupils who need additional support, ensuring all children continue to make strong progress in reading and can successfully access the wider curriculum.

Who should attend? ***KS1 and KS2 Leaders, English Leaders, Teachers and Support Staff***

Details: **8 October 2026 / 9am - 12pm**

Developing knowledge of children's literature

Do you want to broaden their knowledge of high-quality children's literature and strengthen reading for pleasure provision? Through a series of sessions, participants will have the opportunity to meet and engage with a range of authors and gain valuable insights into their books and recommendations for young readers. The programme will develop participant knowledge of a diverse range of high-quality texts, helping them to enrich classroom practice, promote a love of reading and support the development of an engaging reading culture across their school.

Who should attend? ***KS1 and KS2 Leaders, English Leaders, Teachers, Support Staff***

Details: **29 September 2026, 24 November 2026, 19 January 2027, 9 March 2027, 20 April 2027, 20 May 2027**

All sessions run 4pm -5.30pm.

Subject Specific: PSHE and RE

Essentials in Teaching RSE

An online CPD session provides practical guidance and strategies to support the effective teaching of Relationships and Sex Education (RSE) in primary schools.

Participants will develop a clear understanding of statutory expectations, including what to teach at each year group, alongside practical approaches to planning and delivering age-appropriate lessons. The session focuses on building teacher confidence in addressing sensitive content with clarity and consistency.

Who should attend? ***KS1 and 2 Practitioners, PSHE Leads, Support Staff***

Details: **2 June 2027 / 3.45pm - 5.15pm**

RSE in Year 5 and 6

A session for Year 5 and Year 6 teachers supports the effective delivery of Relationships, Sex and Health Education (RSHE). It develops understanding of statutory requirements and provides practical guidance to ensure high-quality, age-appropriate teaching.

Participants will explore approaches to teaching key content, including healthy relationships and puberty, alongside strategies for assessment and pupil engagement. The session also focuses on creating safe, inclusive learning environments and responding to sensitive questions with clarity and confidence.

Who should attend? ***PSHE Leads, Year 5 and 6 Teachers***

Details: **25 May 2027 / 1pm - 4pm**

Inclusive RSE for SEND Pupils

A full-day, in-person training, delivered by the Sex Education Forum, supporting schools to strengthen their approach to Relationships and Sex Education (RSE) for all learners, including those with SEND.

The session provides clear guidance on statutory expectations alongside practical, adaptable strategies to ensure RSE is accessible, inclusive, and responsive to a wide range of pupil needs.

Who should attend? ***KS1 and 2 Practitioners, SENCOs, PSHE Leads, Support Staff***

Details: **7th October / 9.30am - 3.30pm**

RE Interfaith Conferences

Funded by NASACRE and the Westhill Endowment, Camden SACRE is delivering a series of Primary Interfaith Conferences across Camden neighbourhoods during Spring 2026 and 2027, in partnership with Camden Faith Forum.

Each school is invited to attend one conference with six to eight Year 4/5 pupils and a member of staff. The day runs from 9:30am to 2:15pm and provides a rich, pupil-centred learning experience focused on the theme of community.

Using a Philosophy for Children (P4C) approach, pupils will engage in facilitated dialogue, exploring what community means through discussion with local faith and belief leaders. The conference enables pupils to deepen their understanding of different perspectives and consider the role of community in wellbeing and everyday life.

The conference also functions as a 'train the trainer' CPD opportunity. Participating staff will receive full access to materials and planning, enabling them to replicate the experience within their own school. Schools can adapt this into a sequence of RE lessons, a themed day, or a short unit of work.

For more information please contact:
Claire Clinton / claire.clinton@rematters.co.uk



Subject Specific: Writing

Developing Writing

Led by Jonny Allams

This two-part CPD programme provides a clear, practical framework for improving writing across the curriculum. Combining a focus on foundational skills with high-impact pedagogy, it supports teachers to develop confident, fluent writers in every classroom.

In Part 1, teachers strengthen the building blocks of writing - securing transcription, developing sentence construction and expanding vocabulary - through practical strategies that support accuracy and confidence for all learners.

Part 2 builds on these foundations, exploring evidence-informed approaches to teaching writing. Participants will refine their use of modelling, scaffolding and purposeful planning, learning how to design coherent sequences that lead to high-quality outcomes.

Literacy and creativity expert Jonny Allams shares practical, classroom-ready approaches, drawn from over two decades of supporting schools to improve literacy. Teachers will feel enabled to teach writing with clarity, consistency and impact, ensuring all pupils can write with accuracy, fluency and purpose.

Who should attend? ***Middle Leaders, Subject Leaders, Classroom Teachers, Support Staff***

Details:

Securing Strong Foundations in Writing:
23 November 2026 / 1.30pm - 4.00pm

Effective Writing Instruction: From Principles to Practice:
23 February 2027 / 1.30pm - 4.00pm

Bespoke Support

Advisory Visits

Advisory visits for Literacy, Maths, Art, PSHE and RE can assist schools in self evaluation of provision. Visits are structured to include professional discussions and practical activity. Core areas of focus can include curriculum review, teaching and learning, and professional development.

Visits are bespoke and will be tailored to individual school need. For Standard and Premium members, the cost of visits can be drawn down against the subscription.

Please contact: Rachel Davie at rachel.davie@camdenlearning.org.uk.

Primary Subject Networks

Primary Subject Leader Networks are collaborative groups designed to support and develop expert subject leadership in schools. The networks will enhance curriculum design, pedagogy, and professional development by bringing together educators to share best practices and resources. These networks provide opportunities for:

- Staying updated on subject-specific developments, such as new resources or reports
- Exchanging ideas and strategies for effective teaching
- Collaborating on curriculum design and implementation
- Supporting new subject leaders in their roles
- Hearing from experts and exploring wider research in their field

Subject	Autumn	Spring	Summer
Music	23.09.26	13.01.27	28.04.27
Art	23.09.26	18.03.27	24.06.27
Maths	08.10.26	04.02.27	17.06.27
Literacy	14.10.26	03.02.27	08.06.26
PSHE	30.09.26	03.02.27	19.05.27
RE	25.09.26	04.02.27	17.06.27
PE	7.10.26	09.02.27	26.05.27
Computing	17.09.26	18.03.27	08.07.27
Science	02.10.26	29.01.27	11.06.27
DT	01.10.26 / 03.12.26	11.03.27	
Geography	15.10.26 / 12.11.26	04.03.27	
History	15.10.26 / 11.11.26	16.03.27	

Primary Teach Meet: Wednesday 28th April 2027

This annual event for primary practitioners, to share ideas and network, takes place at Fitzjohn's Primary School, after school. Experienced teachers share 'what works' and there is time to enjoy free drinks and snacks.

Booking will open next Spring.

Cross Phase

Our Cross-Phase CPD offer is designed to support all settings in delivering high-quality teaching and learning across the curriculum. It provides valuable opportunities for practitioners to collaborate with colleagues from a range of phases and contexts, enabling the sharing of effective practice, ideas, and expertise. Through this collaborative approach, participants are able to deepen their professional knowledge, reflect on their own practice, and develop strategies that have a positive impact on outcomes for all learners.



Oracy and Disadvantage

Description	This three-session programme explores how oracy can support learning, participation and educational equity across the KS2–KS3 phase. Drawing on research and classroom practice, it supports teachers to understand how talk develops, how it can be taught explicitly, and how it can be assessed meaningfully. With a focus on disadvantaged learners, the programme invites participants to reflect on how classroom talk can either widen or reduce inequalities. A central question underpins all sessions: Who gets heard in our classrooms, and who does not? **Session 1: Understanding Oracy** Develop a shared understanding of oracy and its role in learning, identity and participation. Explore key frameworks and reflect on barriers and opportunities for equitable classroom talk. **Session 2: Teaching Oracy** Focus on practical strategies to explicitly teach and scaffold spoken language, including modelling, structured discussion and rehearsal, with a focus on inclusion. **Session 3: Assessing and Embedding Oracy** Explore approaches to assessing oracy and develop strategies for embedding it across classroom, curriculum and whole-school practice. **Programme Impact** • Strengthen understanding of oracy and its role in learning • Apply practical strategies to improve classroom talk • Reflect on participation through an equity lens • Develop an action plan to embed oracy in their setting
Who should attend	***Middle Leaders, Classroom Practitioners***
Details	**6 October 2027 / 9am - 12.15pm** **19 November 2027 / 9am - 12.15pm** **4 March 2027 / 9am - 12.15pm**

KS2 - KS3 Reading Project: Turning Pages into Pathways

Evidence into practice. Inclusive by design. Sustained impact.

Building on the theory of change developed by the Reading Pathways Development Group (2026), this project supports schools to move from research to implementation, strengthening reading outcomes across the KS2–KS3 transition. In partnership with Camden Learning and the North London Research Alliance, the programme focuses on addressing persistent attainment gaps, particularly for disadvantaged pupils and those with SEND, through evidence-informed, inclusive approaches. The project supports schools to develop sustainable improvement by combining professional development, coaching and practical tools for implementation.

Participating schools will engage in:

- **Termly Hub Sessions (half-day):** evidence-informed professional development, case clinics and collaborative planning
- **Coaching and Implementation Surgeries:** targeted support to embed approaches and address challenges
- **Resource Pack:** practical tools to support planning, fidelity of implementation and data collection

Schools will be supported to:

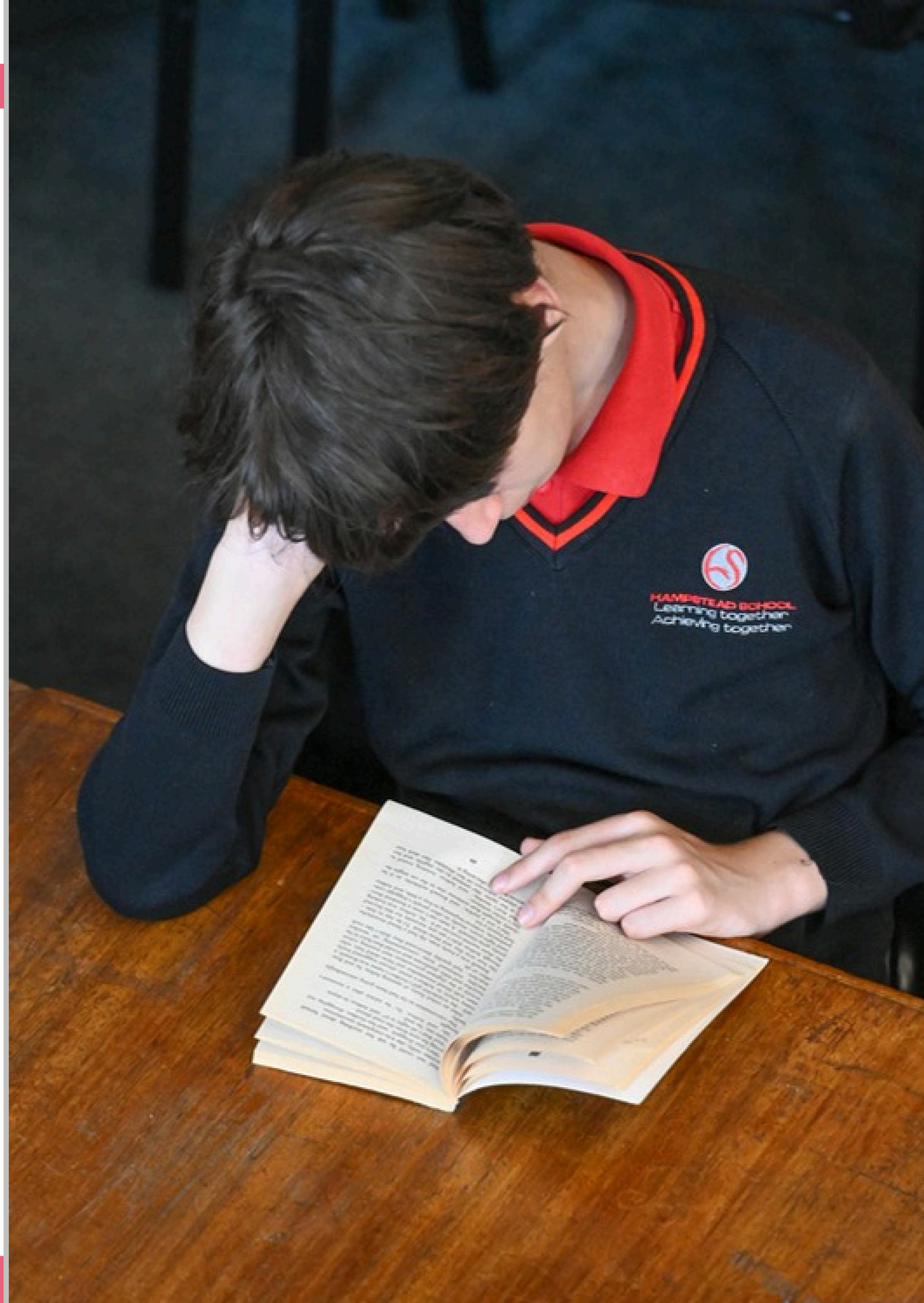
- Build a shared, evidence-informed understanding of reading in their setting
- Develop a clear data narrative to identify key priorities
- Define precise problem and change statements
- Implement approaches with fidelity while allowing for contextual adaptation
- Evaluate impact and refine practice to sustain and scale success

Scope of Learning:

- Word reading and fluency
- Vocabulary and language development
- Comprehension and reading-to-learn across subjects
- Disciplinary literacy and subject-specific reading

A strong emphasis is placed on inclusive practice, ensuring approaches support pupils with SEND and those facing disadvantage through adaptive teaching, targeted support and effective scaffolding.

To find out more, please contact:
Rachel Davie (rachel.davie@camdenlearning.org .uk)



Getting Started with Digital Audio Workstations: Practical Music-Making for KS2 & KS3

A 90-minute CPD session designed for primary teachers and KS3 colleagues who are new to music technology. Using Soundtrap as a model, the session explores simple, practical approaches to helping pupils create music using a Digital Audio Workstation (DAW), even with no prior experience.

Who should attend? ***Music Leaders, Classroom Teachers, Support Staff***

Details: **21 October 2026 / 4.30pm - 6pm**

Vocal Sessions

A three-session CPD series to help teachers build high-quality, sustainable singing in school. Develop confidence, strengthen practice, and support musical progression in line with the Model Music Curriculum.

- Session 1: Choosing and teaching songs effectively
- Session 2: Leading singing in large groups
- Session 3: Reflecting, celebrating, and planning ahead

Includes practical strategies, professional dialogue, and repertoire sharing throughout.

Who should attend? ***Music Leaders, Classroom Teachers, Support Staff***

Details:
11 November 2026 / 4.30pm - 6pm
3 March 2027 / 4.30pm - 6pm
30 June 2027 / 4.30pm - 6pm

Improvisation

This practical CPD session introduces simple, accessible approaches to teaching improvisation for pupils at the early stages of learning in Key Stage 2 and Key Stage 3.

The session focuses on building confidence and creativity through structured approaches that support all pupils to engage successfully in improvisation.

Who should attend? ***Music Leaders, Classroom Teachers, Support Staff***

Details: **19 May 2027, 4.30pm - 6pm**

KS2 - KS3 Composition

A practical CPD session explores effective approaches to teaching composition across upper Key Stage 2 and Key Stage 3, with a focus on progression, creativity and classroom application. Participants will examine how composition can develop from KS2 into KS3, including strategies for collaborative music-making that support creativity and engagement. The session also explores how active listening can inform compositional choices and deepen pupils' understanding of genre and musical purpose.

Who should attend? ***Music Leaders, Classroom Teachers, Support Staff***

Details: **9 December 2026 / 4.30pm - 6pm**

Sound into Symbol: Music Notation in the Classroom

A hands-on CPD session is designed for primary teachers, KS3 colleagues and peripatetic music tutors, particularly those delivering whole-class instrumental lessons. It focuses on practical, inclusive approaches to developing confident, independent notation readers across a range of instruments.

Across the session, participants will explore clear, progressive strategies for teaching notation - beginning with rhythm and moving into pitch—ensuring a secure foundation for musical literacy. The session also highlights the importance of learning by ear, showing how to bridge this naturally to notation so that reading becomes meaningful and accessible.

Who should attend? ***Music Leaders, Classroom Teachers, Support Staff***

Details: **10 February 2027 / 4.30pm - 6pm**

Developing Choirs in your schools

A practical CPD session for teachers and staff who lead, or want to lead, a school choir. Whether starting out or building on an existing group, it offers clear, usable strategies for confident choir leadership. Learn how to recruit singers, build enthusiasm, and create an inclusive, positive singing culture. Explore effective rehearsal techniques, vocal warm-ups, and repertoire choices that support healthy voices. With a focus on musical progression, the session draws on the free Friday Afternoons resources to help you move from unison singing to accessible part work.



Who should attend? ***Music Leaders, Classroom Teachers***

Details: **9 June 2027/ 4.30pm - 6pm**

Secondary

Our Secondary CPD offer is designed to support schools in delivering high-quality teaching and learning across the curriculum. We provide a wide range of evidence-based training sessions tailored to the specific needs of primary school staff, from early career teachers to experienced leaders.



Raising Standards

Raising Standards Network KS4

The Raising Standards Network provides tailored support to enhance educational outcomes for KS3 and KS4 students. Their approach includes reviewing data informed approaches, raising achievement planning and associated strategies to identify key areas for improvement and offering bespoke support to address specific challenges. This can include consultancy services, quality assurance programs, and compliance reviews to ensure high standards in outcomes.

Who should attend? ***Raising Standards Leaders***

Details:
8 October 2026 / 3pm - 4.30pm, 12 November / 3pm - 4.30pm
21 January 2027 / 3pm - 4.30pm, 18 March / 3pm - 4.30pm
22 April 2027 / 3pm - 4.30pm, 24th June / 3pm - 4.30pm

New for this year, three-session online CPD programme '**leading raising standards**' runs alongside the termly network meetings to support Raising Standards Leads in driving school improvement with greater precision and impact. The programme focuses on strengthening the use of data, improving teaching and learning, and developing effective cycles of review and implementation.

Who should attend? ***Deputy Headteachers, Assistant Headteachers, Raising Standards Leaders***

Details:
20 October 2026 / 3.15pm - 4.30pm
25 November 2026 / 3.15pm - 4.30pm
2 February 2027 / 3.15pm - 4.30pm

Raising Standards Network KS5

The Raising Standards Network provides tailored support to enhance educational outcomes for KS5 students. Their approach includes reviewing shared analysis of data informed areas of strength and weakness and associated raising achievement planning and activity to identify key areas for improvement and offering bespoke support to address specific challenges. This can include consultancy services, quality assurance programs, and compliance reviews to ensure high standards in outcomes.

Who should attend? ***Head of 6th Form***

Details:
1 October 2026 / 3.30pm - 5pm, 19 November 2026 / 3.30pm - 5pm
28 January 2027 / 3.30pm - 5pm , 11 March 2027/ 3.30pm - 5pm
1 July 2027 / 3.30pm - 5pm

Data Management

Data Manager Network Meeting

This network provides members with opportunities to stay informed about the latest developments in school data and assessment. Participants engage in professional dialogue around emerging priorities, share best practice, and contribute collective insight to inform senior leadership decisions.

Each meeting is led by the Camden Learning data lead and supported by relevant colleagues to ensure a focused, well-structured and responsive agenda.

Who should attend? ***Data Managers***

Details:
11 November 2026 / 10am - 11:30am
25 February 2027 / 10.30am - 12pm
10 June 2027 / 9.30am - 11am

PSHE

Effective teaching of PSHE in Secondary Schools

A CPD session supporting teachers to deliver high-quality, inclusive and legally compliant PSHE education within Camden secondary schools.

Bringing together national updates and local context, the session explores:

- Statutory expectations for Relationships, Sex and Health Education (RSHE)
- Implications of the updated Ofsted inspection framework for PSHE provision
- Camden-specific priorities, including safeguarding trends
- Practical strategies for teaching sensitive topics safely and effectively

Through clear guidance and practical approaches, participants will strengthen their confidence in delivering PSHE that is responsive, consistent and impactful.

Who should attend? ***PSHE Leaders, Inclusion Leaders, Form Tutors, Support Staff***

Details: 4 November 2026 / 1pm - 4pm

Digital Learning

Developing Digital Learning

Description	Unlock the full potential of technology to transform teaching and learning. A three-part CPD offer that supports teachers and leaders to use technology in ways that are grounded in high-quality teaching and driven by impact, not novelty. Rooted in Universal Design for Learning (UDL), the programme explores how thoughtful use of digital tools can remove barriers, strengthen adaptive teaching, and improve outcomes for all learners, particularly those with SEND. Across the sessions, participants move from principles to practice to impact: building a clear understanding of effective digital pedagogy, applying practical strategies to scaffold learning and enhance assessment, and evaluating what works to embed sustainable, inclusive approaches across classrooms and schools. With a strong focus on real classroom application, the programme develops confidence in using technology to increase access, participation and independence—supporting teachers to design inclusive learning experiences and create meaningful, lasting improvement.
Who should attend?	***Curriculum Leaders, SENCOs, Classroom Teachers, Support Staff***
Details	**Foundations of Inclusive Digital Pedagogy:** **7 October 2026 / 9.30am - 11.30am** **Adaptive Teaching and Assistive Technology in Everyday Classrooms:** **4 February 2027 / 9.30am - 11.30am** **Evaluating Impact & Sustaining Inclusive Digital Practice:** **24 June 2027 / 9.30am - 11.30am**

Subject Networks

Secondary Subject Networks are collaborative platforms designed to bring together subject leaders and educators to enhance curriculum design, pedagogy, and the delivery of professional development.

These networks focus on subject-specific approaches, such as moderation, curriculum planning, and subject specific best practices.

They also provide opportunities for collaboration on extracurricular activities and curriculum implementation. Building on their current success, there are 18 Secondary Subject Networks running in 2026 - 2027.

Subject	Autumn	Spring	Summer
English	14.10.26	9.2.27	10.06.27
Maths	14.10.26	9.2.27	10.06.27
Science	14.10.26	9.2.27	10.06.27
History	14.10.26	9.2.27	10.06.27
Geography	14.10.26	9.2.27	10.06.27
MFL	14.10.26	9.2.27	10.06.27
Psychology	14.10.26	9.2.27	10.06.27
RS	14.10.26	9.2.27	10.06.27
Sociology	14.10.26	9.2.27	10.06.27
Drama	14.10.26	9.2.27	10.06.27
Art	14.10.26	9.2.27	10.06.27
Design / Engineering	14.10.26	9.2.27	10.06.27
Computer Science	14.10.26	9.2.27	10.06.27
Music	14.10.26	9.2.27	10.06.27
Politics	14.10.26	9.2.27	10.06.27
PE and Dance	14.10.26	9.2.27	10.06.27
Business / Economics	14.10.26	9.2.27	10.06.27
PSHE	14.10.26	10.02.27	16.06.26

Focus Development

Bespoke Support: Advisory Visits

Advisory visits for Literacy, Maths, Art, PSHE and RE can assist schools self evaluation and improvement of provision. Visits are structured to include professional discussions and practical activity. Core areas of focus can include curriculum review, developing teaching and learning, and professional development.

Visits are bespoke and will be tailored to individual school need. For Standard and Premium members, the cost of visits can be drawn down against the subscription.

Please contact Rachel Davie (rachel.davie@camdenlearning.org.uk).





Inclusion

Our Inclusion and SEND training offer is designed to support schools in creating inclusive, equitable, and supportive environments where all pupils - particularly those with Special Educational Needs and Disabilities (SEND) - can thrive. This training equips teachers, support staff, SENCOs, and school leaders with the knowledge, practical strategies, and confidence to meet diverse needs within the classroom and across the wider school community. Sessions cover key areas such as the graduated approach, quality first teaching, effective differentiation and understanding specific needs. The training also includes guidance on statutory responsibilities, inclusive curriculum design, and promoting a whole-school culture of belonging.



SEND Leadership

Leading SEND in your setting

Description	This three-part leadership series supports school leaders to strengthen inclusive practice through strategic clarity, culture and compassionate leadership. **Inclusion by Design: Leading Effective Mainstream Provision** This session explores how schools can embed inclusion within everyday practice through clear, sustainable whole-school systems. Leaders will consider how provision works within a graduated response, balance ambition with operational realities, and strengthen accountability. Reflection will support evaluation of current practice and next steps to improve consistency, staff confidence and pupil belonging. **Leading Through Complexity: Inclusion and Culture** This session focuses on how leadership shapes inclusive school culture. It explores how high expectations and belonging sit alongside empathy and trust, and how leadership behaviours influence staff confidence and consistency. Leaders will reflect on navigating complexity while maintaining a clear, sustainable vision for inclusion. **Compassionate Leadership in SEND: Building Resilient Teams** This session explores how compassionate leadership supports staff wellbeing and resilience in high-demand roles. Delivered with the Educational Psychology Service, it introduces reflective supervision and practical approaches to wellbeing, morale and retention, helping leaders sustain strong, confident and inclusive teams.
Who should attend?	***Headteachers, Deputy Headteachers, Assistant Headteachers***
Details	**Session 1: 30 September 2026 / 9am - 12.30pm** **Session 2: 10 November 2026 / 9am - 12.30pm** **Session 3: 9 February 2027 / 9am - 12.30pm**

Enhanced Provision

Description

This training series supports schools to develop high-quality enhanced provision within mainstream settings for pupils with complex and high levels of need. It focuses on strengthening inclusive practice while ensuring pupils remain connected to the wider school community.

Building on the recently published Camden Learning Enhanced Provision Guidance, the training offers a combination of strategic input, practical approaches and collaborative reflection. Through this participants will explore how curriculum, pedagogy and provision can be adapted to support participation, communication, regulation and learning, whilst maintaining high expectations and a strong sense of belonging.

The programme explores:

- Designing responsive and flexible curriculum pathways
- Adaptive teaching for pupils with complex needs
- Communication, engagement and regulation strategies
- Effective environment and provision design
- Balancing targeted support with meaningful inclusion
- Assessment approaches for pupils working beyond age-related expectations
- Staff deployment and multi-disciplinary working
- Evaluating impact and improving consistency

Designed to support both leadership and classroom practice, sessions are structured to meet the needs of different roles. Senior leaders are expected to attend the opening and final sessions to ensure strong strategic alignment.

Who should attend?

Senior Leaders, SENCOs, Teachers

Details

Strategic Leadership: 9 September 2026 / 9am - 12.30pm
Environment: 7 October 2026 / 9am - 12.30pm
Assessment and planning: 18 November 2026 / 9am -12.30pm
Roles, responsibilities and pedagogy: 20 January 2027 / 9am - 12.30pm
Curriculum: 10 February 2027 / 18 May 2027 / 9am - 12.30pm
Impact and quality assurance: 8 June 2027 / 9am - 12.30pm

Assessment framework for pupils with complex needs

Description

A CPD session supporting SEND leaders to develop confidence in using an assessment framework for pupils with complex needs. Focusing on the use of PIVATS, the session explores how to identify and assess small-step progress, inform planning, and strengthen provision for pupils working significantly below age-related expectations.

Participants will:

- Gain an overview of the PIVATS framework and assessment process
- Use PIVATS to support target-setting and track progress effectively
- Explore approaches to implementing the framework within their school context

Through practical guidance and professional discussion, this session supports leaders to develop robust, meaningful assessment approaches that inform high-quality provision.

Who should attend?

Senior Leaders, SENCOs

Details

7 September 2026 / 1pm - 3pm



Induction

SENCo Induction

The induction training supports primary and secondary colleagues new to the SENCo role, or new to Camden, providing a practical and people-focused introduction to inclusive practice across the borough.

Designed to help you feel confident from the outset, the session offers a clear overview of systems, processes and partnerships that support children and young people with SEND.

Who should attend? ***New SENCos***

Details: **15 September 2026 / 2pm - 4pm**

Bespoke Support

One Day Reviews

A SEND review is useful for all schools committed to providing high-quality, inclusive education. Regular reviews ensure that schools meet the needs of their diverse pupil population and continuously improve their SEND provision.

A whole school review includes:

- An assessment of current practices, policies and support mechanisms for SEND pupils
- Data analysis
- Discussions with curriculum leads and teaching and learning staff
- Local links and shared practice

Adviser Visits

Advisory visits can assist schools in self evaluation and development of provision. Visits are structured to include professional discussions and practical activity. Core areas of focus can include whole school inclusion approaches, teaching and learning support and / or professional development. Visits are bespoke and will be tailored to individual school need.

Please contact: Rachel Davie (rachel.davie@camdenlearning.org.uk)

SEND Leaders Network

This forum provides opportunities to stay informed, reflect on practice and engage with key priorities shaping SEND provision. Through regular updates and professional dialogue, participants strengthen their knowledge and leadership capacity.

The network will:

- Respond to local and national priorities
- Deepen professional knowledge and connect services
- Keep leaders up to date with policy and practice
- Support effective evaluation of interventions and provision
- Strengthen leadership through shared insight and practical support

Through collaboration and collective expertise, this network supports SEND leaders to develop confident, informed, and impactful practice.

Phase	Autumn	Spring
Primary	**23.09.26** **10.12.26**	**3.3.27**
Secondary	**25.09.26** **9.12.26**	**25.2.27**

A joint phase network will take place on the 22nd June 2027



Autism Training Courses

A programme of centrally delivered NEN training courses is available to Camden practitioners across all phases, offering accessible, evidence-informed support to strengthen inclusive practice for autistic and neurodiverse pupils. Delivered virtually, these sessions cover key areas including Good Autism Practice, anxiety and non-attendance, and the Progression Framework, providing practical strategies and a shared approach to supporting communication, learning and wellbeing.

For more detail on session training content, please visit:
https://www.nen.org.uk/training-content

Who should attend? ***Primary, Secondary, Special school staff***

Understanding Anxious non attendance	This session explores the causes and impact of Anxious Non-Attendance (EBSA) in autistic pupils and provides practical strategies and reasonable adjustments to support pupils' successful return and engagement in school.	**4 November 2026 / 1pm - 4pm** **19 May 2027 / 1pm - 4pm**
Understanding Anxiety	This session supports teaching staff to understand how anxiety affects autistic pupils and how it can impact daily school life. It explores practical strategies and reasonable adjustments to reduce anxiety, improve engagement and support participation.	**20 January 2026 / 1pm - 4pm**
Early Years Good Autism Practice	This session supports Early Years practitioners to develop a strong understanding of autism and effective inclusive practice. It explores how to recognise individual strengths and needs, respond to distressed behaviours, and use practical strategies and child-centred planning to support learning, wellbeing and participation.	**10 February 2027 / 1pm - 4pm**
Schools Good Autism Practice	This session supports school staff to develop a strong understanding of autism and effective inclusive practice. It focuses on recognising individual strengths and needs, responding to distressed behaviours, and using practical strategies and pupil-centred planning to support learning, participation and wellbeing.	**28 April 2027 / 1pm - 4pm**
Progression Framework	This session introduces the updated AET Progression Framework and how to use it to identify priorities, set learning intentions and evidence progress for autistic pupils across settings.	**9 June 2027 / 1pm - 4pm**



Mental Health

Annual Training

This annual training provides Mental Health Leads with the opportunity to come together to share effective practice, explore new resources, and stay up to date with national and local developments in mental health and wellbeing. The session supports professional dialogue and collaboration, enabling leaders to reflect on current provision and strengthen their strategic approach.

Participants will:

- Share ideas and examples of effective practice
- Explore new resources and approaches to support wellbeing
- Stay informed about national and local guidance, initiatives and priorities
- Reflect on provision and identify opportunities for development

Who should attend? ***Inclusion Leads, Mental Health Leads***

Details: **18 November 2026 / 9.30am - 1pm and 21 April 2027 / 9.30am - 1pm**

Mental Health leads Network

This network provides opportunities for Mental Health Leads to meet regularly to share ideas, exchange effective practice and engage in professional dialogue.

Participants will explore new resources, stay informed about national and local guidance, and discuss key priorities, events and initiatives that support mental health and wellbeing in schools. Through collaboration and shared expertise, the network supports leaders to strengthen provision and drive a consistent, whole-school approach to wellbeing.

Who should attend? ***Inclusion Leads, Mental Health Leads***

Details:
6 October 2026 / 3.45pm - 5.15pm
3 March 2027 / 3.45pm - 5.15pm
10 June 2027 / 3.45pm - 5.15pm



Mental Health in Education

A session to explores children's mental health and its impact on development, learning and wellbeing. It combines research-informed insights with practical strategies to support pupils effectively in the classroom.
The session will focus on developing understanding of the biological foundations of mental health, including how risk and protective factors influence a child's stress response. Participants will consider the connections between thoughts, feelings, physical sensations and behaviours, and how these shape a child's overall wellbeing.

A strong focus is placed on practical, classroom-based approaches, supported by accessible psychoeducation on the developing brain and its role in emotional regulation and resilience.

Who should attend? ***Inclusion Leads, Mental Health Leads***

Details: **21 October 2026 / 1pm - 4pm**

Transition

Effective Transition for Year 6 to 7 pupils

Drawing on evidence-informed strategies and local examples of effective practice, the session focuses on supporting both academic continuity and emotional wellbeing during this key transition phase.

Participants will explore how to:

- Align curriculum and teaching approaches to ensure continuity across phases
- Support pupils' emotional wellbeing, reducing anxiety and building confidence
- Engage families effectively in the transition process
- Ensure effective transfer of key information between settings
- Strengthen collaboration between primary and secondary colleagues

Through practical strategies and professional discussion, this session equips staff to deliver transitions that support pupils to feel prepared, confident and ready to succeed.

Who should attend? ***Transition Leads, Heads of Year 7, KS2 Leads***

Details: **14 April 2027 / 1.30pm - 3.30pm**

Rights Respecting Schools Network

Rights Respecting Schools (RRS) embeds the UN Convention on the Rights of the Child (UNCRC) into a whole-school approach, fostering inclusive, participative and respectful learning environments.

Camden Learning is supporting all schools to become Rights Respecting Schools, with participation and access to UNICEF training and resources funded by the Mayor of London until 2028.

These termly network meetings provide opportunities for RRS leads and school teams to:

- Share progress, effective practice and next steps
- Collaborate to solve challenges in implementing RRS
- Learn from schools at different stages of the RRS journey
- Access expert guidance from a UNICEF RRS professional adviser

Through collaboration and shared expertise, the network supports schools to embed a sustainable, rights-based approach that strengthens inclusion, pupil voice and wellbeing.

Phase	Autumn	Spring	Summer
Primary	6.10.26	2.2.26	18.5.26
Secondary	10.11.26	9.2.26	15.6.26



Attendance

Our training offer is designed to support school leaders with whole school attendance. Grounded in the latest DfE guidance and statutory expectations, sessions focus on strategic leadership, early intervention, and building a culture where good attendance is understood, promoted, and sustained.



Leading attendance across the school

Description	Designed to support school leaders to develop effective, strategic approaches to improving attendance across the school. Focusing on core structures for leadership, the session draws from research and best practice guidance to exploreexplores how to analyse attendance data, identify underlying barriers, and implement targeted strategies that respond to the needs of the school community. **Participants will:** • Strengthen their understanding of strategic leadership of attendance • Use data effectively to identify patterns, trends and priorities • Explore approaches to addressing barriers to attendance • Develop targeted, sustainable strategies for improvement Through practical guidance and professional discussion, leaders will be equipped to drive improvements in attendance that are informed, responsive and sustainable
Who should attend?	***Senior Leaders, Attendance Leads***
Details	**19th November 2026 / 2pm - 4pm**



Attendance and Vulnerable Families

Description	This CPD session supports school leaders to address attendance challenges among vulnerable pupils and their families, with a particular focus on Emotionally Based School Avoidance (EBSA). The session explores practical strategies to better understand the barriers pupils face and to implement supportive, inclusive approaches that promote engagement and regular attendance. **Participants will:** • Develop a deeper understanding of EBSA and its impact on attendance • Identify and respond to barriers affecting vulnerable pupils • Explore strategies to support pupils and families effectively • Strengthen an empathetic, inclusive approach to attendance Through practical guidance and professional discussion, leaders will be equipped to support vulnerable pupils to feel safe, engaged and able to attend school successfully.
Who should attend?	***Senior Leaders, Attendance Leads***
Details	**8 February 2027 / 2pm - 4pm**



Managing Attendance in 2027 - 2028

Description	A CPD session designed to support school leaders to strengthen their approach to attendance management in preparation for the 2027/28 academic year. The session focuses on equipping leaders with practical tools to address attendance challenges effectively, with a particular emphasis on building strong, constructive communication with families to overcome barriers collaboratively. **Participants will:** • Develop strategies for engaging families in purposeful attendance conversations • Set clear, measurable attendance targets aligned to school improvement priorities • Explore approaches to addressing persistent absence • Prepare effectively for the new academic year Through practical guidance and professional discussion, leaders will be supported to implement coordinated, sustainable approaches to improving attendance across their school community.
Who should attend?	***Senior Leaders, SENCOs***
Details	**14 June 2027/ 2pm - 4pm**



Attendance 101

Attendance 101 drop-in sessions offer a flexible, responsive training opportunity for staff involved in attendance work.

Designed around the needs of participants, these informal sessions provide real-time support and practical strategies to address common attendance challenges, including persistent absence linked to wellbeing and family circumstances.

Participants will:

- Share challenges and exploreeffective approaches
- Build confidence in early intervention strategies
- Develop skills in conducting supportive conversations with families
- Use attendance data to inform action and decision-making

Each session includes key takeaways, practical resources and opportunities to connect with a growing community of practice, supporting staff to remain informed and effective in improving attendance outcomes.

Who should attend? ***Pastoral leads, attendance leads, attendance officers, safeguarding staff, and senior leaders***

Details:
18 January 2027 / 10am - 12.30pm
17 May 2027 / 2pm - 4pm



Elective Home Education Update

Providing school leaders with an overview of new legislation within the Children's Wellbeing and Schools Bill, ensuring schools remain informed and compliant with evolving requirements.

The session will cover key updates, including changes to the role and responsibilities of local authority officers, as well as guidance on school reporting for the Children Not in School register.

Please note: A separate briefing on Child Employment will take place on the same day, which may be particularly relevant for secondary school staff.

Who should attend? ***Pastoral leads, attendance officers, safeguarding staff, and senior leaders***

Details: 20 April 2027 / 2pm - 4pm

Child Employment Update

Providing school leaders with an overview of new legislation within the Children's Wellbeing and Schools Bill, focusing on updated regulations relating to child employment.

The session will outline key changes, including revised working hours and the types of work young people aged 13–16 are permitted to undertake. It is particularly relevant for secondary school leaders responsible for safeguarding and compliance.

Who should attend? Pastoral leads, attendance officers, safeguarding staff, and senior leaders

Details: 20 April 2027 / 10am - 12.30pm

Health and Safety

This council-led training offer is designed to strengthen the operational effectiveness of school staff by providing clear, practical guidance aligned with local authority procedures and statutory requirements.



First Aid

First Aid at Work

The First Aid at Work qualification equips participants with the knowledge and practical skills needed to act as a qualified first aider in high-risk environments, providing first aid to adults aged 18 and above. The course develops confidence in responding to a wide range of medical emergencies and workplace incidents, ensuring timely and effective care until professional help arrives.

Who should attend? ***Relevant school staff***

Details:
22 September 2026 - 24 September 2026 (3 day course)
2 February 2027 - 4 February 2027 (3 day course)
6 June 2027 - 10 June 2027 (3 day course)

First Aid at Work - requalification

This 2-day course is designed for individuals who need to renew their First Aid at Work qualification and maintain their certification. Participants must hold a valid First Aid at Work certificate, which must be presented on arrival. The course provides an opportunity to refresh essential first aid skills and learn the latest techniques for responding to emergency situations, injuries and illnesses in the workplace.

Who should attend? ***Relevant school staff***

Details:
7 October 2026 - 8 October 2026 (2 day course)
17 March 2027 - 18 March 2027 (2 day course)
23 June 2027 - 24 June 2027 (2 day course)

Paediatric First Aid

The Paediatric First Aid qualification is an Ofsted-approved course for adults responsible for the care of children aged 0–18. It equips participants with the knowledge and practical skills needed to respond effectively to a wide range of emergency situations. Candidates will gain a recognised Paediatric First Aid qualification, enabling them to act confidently in supporting children's health and safety.

Who should attend? ***Relevant school staff***

Details:
15 September 2026 - 16 September 2026 (2 day course)
21 January 2027 - 22 January 2027 (2 day course)
5 May 2027 - 6 May 2027 (2 day course)

FIre Safety

Fire Marshal Training

Providing Fire Wardens and Marshals with the essential knowledge and practical skills required to support workplace fire safety and respond effectively in an emergency. Fully compliant with Fire Safety Order (FSO) requirements, the course develops understanding of fire prevention, risk awareness and the actions required before the arrival of emergency services.

Who should attend? ***Senior Leaders, Business Managers, Site Managers***

Details:
25 November 2026 / 9.30am - 12.30pm
11 March 2027 / 1.30pm - 4.30pm

Site Management

Health and Safety for Site Managers

This course is designed for site managers and caretaking staff and provides a practical overview of health and safety requirements relating to school premises. The training supports participants to identify, manage and reduce risks effectively, promoting a proportionate and sensible approach to health and safety in schools. It also aims to challenge common misconceptions and build confidence in applying guidance in a practical context.

Who should attend? Site Managers

Details:
12 November 2026 / 10am - 1pm
25 March 2027/ 10am - 1pm
24 June 2027 / 10am - 1pm



Managing Health and Safety responsibilities

Supporting Headteachers, Business Managers and Bursars to develop a clear understanding of their responsibilities for managing health and safety in schools. The session focuses on identifying key risks, understanding legal duties, and implementing sensible, proportionate controls to ensure safe and compliant environments.

Who should attend? ***Senior Leaders / Business Managers***

Details:
15 October 2026 / 10.30am - 1pm
4 February 2027/ 10.30am - 1pm
20 May 2027 / 10.30am - 1pm

Management of Asbestos

Supporting staff responsible for premises management to understand and manage asbestos safely and effectively within school settings. The training provides clear guidance on local policy and practical processes, ensuring participants can interpret information accurately and implement appropriate controls to minimise risk.

Who should attend? ***Site Managers***

Details:
21 October 2026 / 9.30am - 12.30am
24 March 2027 / 9.30am - 12.30am
16 June 2027 / 9.30am - 12.30am

Legionella Management Training

Supporting staff responsible for premises management to understand and manage the risks associated with legionella in water systems. The training provides clear guidance on legal responsibilities and practical approaches to reducing risk, ensuring safe and compliant school environments.

Who should attend? ***Site Managers and other responsible persons***

Details: 7 October 2026 / 9.30am - 12.30pm

Finance and HR

Our finance and HR training offer is designed to equip senior leaders, school business managers, finance officers, and administrative staff with the essential knowledge and skills to manage school budgets, risk assessment and safeguarding compliance effectively and in line with national procedures.



Compliance

Managing the Single Central Record

This CPD session supports school leaders and administrators to develop a clear understanding of the Single Central Record (SCR) and its role in safeguarding and compliance. The session explores the regulatory framework and best practice guidance that underpin the SCR, alongside practical approaches to ensuring records are accurate, complete and fit for purpose.

Participants will:

- Understand statutory requirements for the Single Central Record
- Identify which staff and workers must be included in the SCR
- Apply best practice in formatting and maintaining clear, compliant records
- Carry out and record pre-employment checks for staff, volunteers, contractors and agency workers
- Review and strengthen existing SCR and recruitment processes

Who should attend? ***Senior Leaders, Business Managers***

Details:
7 October 2026 / 9.30am - 12.30pm
21 January 2027 / 1.30pm - 4.30pm
29 April 2027 / 9.30am - 12.30pm

Safer Recruitment for Leaders

This CPD session supports school leaders to strengthen safer recruitment practices, ensuring robust systems are in place to deter and prevent the appointment of unsuitable individuals. The session explores key policies, procedures and safeguarding principles that underpin effective recruitment, alongside approaches that minimise risk and promote a culture of vigilance and accountability.

Participants will:

- Identify key safeguarding risks within recruitment processes
- Implement effective procedures to deter unsafe recruitment
- Apply policies that minimise opportunities for harm
- Ensure concerns are recognised and reported appropriately
- Review and strengthen existing recruitment practices

Who should attend? ***Senior Leaders, Business Managers***

Details:
12 November 2026 / 9am - 4.30pm
4 February 2027 / 9am - 4.30pm
15 April / 9am - 4.30pm

Effective management of parental complaints

This CPD session supports school leaders to manage parental complaints effectively in an increasingly challenging context, where concerns are often accompanied by heightened emotion and escalation.

The session focuses on establishing clear, consistent processes alongside developing the communication skills needed to manage difficult conversations with confidence. Particular emphasis is placed on the role of emotional intelligence in understanding concerns, building trust and preventing escalation.

Participants will explore how to:

- establish clear stages, timescales and outcomes within complaints procedures
- manage challenging conversations with confidence and professionalism
- apply emotional intelligence to de-escalate situations
- respond to concerns in a way that is fair, consistent and transparent

Who should attend? ***Senior Leaders, Business Managers, Governors***

Details: **5 November 2026 / 2pm - 4pm**

Stage 2 Complaints

This CPD session supports governors and leaders to understand their role in Stage 2 complaints, focusing on conducting a clear, fair and proportionate review of Stage 1 decisions. Participants will explore the purpose of Stage 2 as a review process, considering whether the headteacher's decision was reasonable based on the evidence, rather than re-investigating or correcting earlier actions.

Participants will:

- understand the purpose and scope of Stage 2 complaints
- apply a fair and objective approach to reviewing decisions
- distinguish between review and re-investigation
- ensure processes are transparent, consistent and compliant

Who should attend? ***Senior Leaders, Business Managers, Governors***

Details: **19 January 2027 / 2pm - 4pm**

Description	The **second** of two half day sessions designed to support Headteachers and senior leaders to manage organisational change confidently, lawfully and constructively, while maintaining positive relationships with staff and recognised trade unions. The session will focus on the practical realities of school-based change, including restructures, workload pressures and evolving legal duties, within the specific Camden context aligning with Camden HR policies, and upcoming legislative changes, including those arising from the Employment Rights Act. **Key focus:** • Develop a clear understanding of statutory duties, consultation requirements and data-sharing boundaries during change processes • Explore practical strategies for early engagement, meaningful consultation and proportional use of facility time that reduce the risk of disputes and tribunals • Build confidence in establishing professional, productive relationships with school-based representatives and union branch officers • Work through realistic case studies based on common Camden school scenarios (e.g. budget-driven restructures, managing challenging representative behaviour, workload concerns), translating policy into day-to-day leadership practice
Who should attend?	***Senior Leaders, Business Managers, Governors***
Details	**29 September 2026 / 2pm - 4.30pm**

Building Financial Resilience in Schools

This CPD session supports school leaders to navigate an increasingly challenging financial landscape, including falling pupil numbers, rising costs and heightened scrutiny of financial decision-making. Focusing on practical approaches to budgeting, forecasting and scenario planning, the session enables leaders to plan proactively for uncertainty and use financial information to inform strategic decisions.

Participants will:

- Explore key financial pressures and their impact on sustainability
- Develop realistic budgeting and forecasting approaches
- Use scenario planning to manage risk and support decision-making
- Plan ahead with confidence and respond proactively to emerging challenges

Who should attend? ***Senior Leaders, Business Managers***

Details: **16 September 2026 / 9am - 12pm**

Strategic SEND planning, funding and resource management

This CPD session supports Business Managers and operational leaders to strengthen the alignment between SEND priorities, financial planning and resource management. As demand and complexity around SEND continue to grow, the session explores how inclusive practice, staffing structures and funding decisions contribute to long-term sustainability. Participants will develop a clearer understanding of SEND systems and strengthen their ability to translate inclusion priorities into effective financial planning.

Participants will:

- understand SEND systems, funding and statutory responsibilities
- consider the financial implications of inclusion and high levels of need
- align budgets and staffing models with SEND priorities
- strengthen strategic collaboration with leaders, SENCos and governors
- evaluate how resources are deployed and monitored for impact

Who should attend? ***Senior Leaders, Business Managers***

Details:
28 January 2027 / 9am - 12.30pm

Getting better value from procurement contracts

This CPD session supports school leaders and business professionals to improve value for money through more effective procurement and contract management. Moving beyond processes and compliance, the session focuses on securing better outcomes through clearer specifications, stronger supplier challenge and more strategic contract management. Participants will explore how procurement decisions impact long-term financial sustainability and identify opportunities to improve value without compromising quality.

Who should attend? ***Senior Leaders, Business Managers***

Details: **20 January 2027 / 9am - 12pm**



STEAM

Camden STEAM is delivered through subject networks, leveraging STEAM partners to develop school-employer relationships and enhance subject curriculum areas.



STEAM in Camden: enriching the curriculum through real world partnerships

This CPD session supports teachers to explore the wide range of STEAM opportunities available across Camden and how these can be meaningfully embedded within the curriculum.

Focusing on practical strategies, the session explores how employer and community partnerships can enrich teaching and learning, making careers and STEAM education a coherent and integral part of the curriculum rather than an add-on.

Who should attend? ***Primary and Secondary: Curriculum Leaders, classroom teachers***

Details: 13 October 2026 / 4pm - 4.45pm

Understanding Apprenticeship pathways, applications and support

This CPD session supports school staff to develop a clear and practical understanding of apprenticeships as a high-quality progression route for students. The session demystifies apprenticeship pathways, including different levels and application processes, and highlights opportunities available both locally and beyond Camden. It also explores how schools can effectively support students to navigate and access these routes.

With a strong focus on equity and access, participants will explore the tailored support available through Camden's STEAM and Future Talent teams.

Who should attend? ***Secondary: Careers leaders, Heads of 6th Form, Heads of Year, Form Tutors, Classroom teachers***

Details: 19 January 2027 / 4pm - 4.45pm



Sustainability

Camden Learning are pleased to be able to host the Camden Council Sustainability CPD programme for 2026 - 2027.



Climate Action Plans

Understanding and managing air pollution within your school's Climate Action plan

Participants will explore common sources of air pollution and consider practical, low-cost strategies to improve air quality within their school environment. The session also provides opportunities for hands-on experience with air quality monitoring and exploring how this can support pupil learning and engagement.

Who should attend? ***Senior Leaders, PSHE Leads, Sustainability Leads***

Details: 23 September 2026 / 4pm - 5.30pm

Taking a whole school approach to climate action planning

This CPD session supports sustainability leads and school staff to develop an effective and manageable approach to leading climate action within their setting. Led by the UCL Climate Action Unit, the session combines research-informed insights with practical strategies to help schools design and implement a strong Climate Action Plan (CAP). Participants will explore how to involve the wider school community, ensuring the work is collaborative, sustainable and aligned with existing priorities.

Who should attend? ***Senior Leaders, PSHE Leads, Sustainability Leads***

Details: 29 September 2026 / 4pm - 5.30pm



Decarbonisation

Using Count Your Carbon to calculate your school's carbon footprint and build a decarbonisation plan

This CPD session guides participants through the practical steps of using the Count Your Carbon tool to measure their school's carbon footprint and develop a clear decarbonisation plan.

Through a step-by-step walkthrough, participants will learn how to register with the platform, gather and input data, interpret their report, and use these insights to inform meaningful action.

Who should attend? ***Senior Leaders, PSHE Leads, Sustainability Leads***

Details: **4 November 2026 / 4pm - 5pm**

Decarbonisation and climate adaptation in schools

This CPD session supports school leaders to understand the relationship between decarbonisation and climate adaptation within their school setting. Participants will build their carbon literacy and explore how to take practical actions that both reduce emissions and strengthen resilience to climate change. The session focuses on integrating these approaches within a coherent and achievable climate action plan.

Who should attend? ***Senior Leaders, PSHE Leads, Sustainability Leads***

Details: **21 April 2027/ 4pm - 5.30pm**

Food

Food Network

This network provides opportunities for food growing leads and staff to come together to share ideas, exchange effective practice and explore new resources.

Participants will also stay informed about relevant guidance, events and initiatives that support food growing across school settings. Through collaboration and shared expertise, the network supports the development of sustainable, engaging food growing provision that enhances learning and wellbeing.

Who should attend? ***Primary, Secondary, Special and EYFS Staff***

Details:
25 February 2027 / 4pm - 5.30pm
8 June 2027 / 4pm - 5.30pm

Heat Management

Preparing an overheating mitigation plan - a case study review of Torriano Primary School

The session will explore how to create an overheating mitigation plan for your school, using Retrofit Action For Tomorrow CIC (RAFT) case study at Torriano School as a guide. In the session RAFT will explain how to undertake a thermal mapping exercise, looking at hot and cool areas in your buildings and on your site and thinking about how you could use your spaces effectively during hot weather or extreme heat. RAFT will provide guidance on how to think about what measures you could implement over the short- and long-term to mitigate overheating at your school, to factor in to your future plans and maintenance.

Who should attend? ***Site Managers, Business Managers, Senior Leaders, Sustainability Leads***

Details: **13 October 2026 / 4pm - 5.30pm**

Preparing for the 'overheating season' in your school - knowledge sharing of key concepts and quick wins

RAFT will explain key concepts, such as nighttime ventilation and window opening & shading, with key watch points so you can start thinking about actions you could take at your school. We'll share knowledge on thermal comfort quick wins and actions you can take during an overheating event, as well as low and no cost measures for your building that you can use to stay cooler in the summer term.

Who should attend? ***Site Managers, Business Managers, Senior Leaders, Sustainability Leads***

Details: **27 April 2027 / 4pm - 5.30pm**



Habitat mapping with the National Education Park

This CPD session explores how the National Education Nature Park, a free, DfE-commissioned programme, can support schools in enhancing biodiversity across their site. Participants will gain hands-on experience using programme resources, including GIS mapping tools to create a biodiversity baseline, plan improvements, and track environmental change over time. The session also highlights practical ways to involve pupils in meaningful, data-informed action.

Who should attend? ***PSHE Leads, Sustainability Leads***

Details: **6 October 2026 / 4pm - 5.30pm**





Conferences

Our school leadership conferences bring together senior leaders from across the education sector for collaboration and strategic thinking. Designed to address the current challenges and opportunities facing schools, the events feature keynote speakers, expert-led workshops, and panel discussions that explore effective leadership, curriculum innovation, inclusive practice, and school improvement. This is a valuable opportunity for headteachers, deputies and system influencers to connect, reflect, and leave inspired with practical strategies to lead with impact in a changing educational landscape.



Headteacher Conference	The annual Camden Headteachers' Conference is a dynamic residential event that brings together school leaders from across the borough to hear from leading voices in education, engage in rich professional dialogue, and build meaningful connections. It offers a valuable space to step back, reflect, collaborate and be inspired—strengthening leadership and shaping future practice.	**14th - 15th January 2027**
Deputy Headteacher Conference	The Deputy Headteacher Conference offers an inspiring opportunity to hear from expert speakers, connect with colleagues from across the borough, and engage in collaborative workshops. It provides a valuable space to share ideas, reflect on leadership practice and strengthen impact within your school.	**18th June 2027**
SBM Conference	The SBM Conference is an opportunity for School Business Managers to come together, hear from expert speakers and invest in their own professional development. The day offers valuable time to hear from keynote speakers, to reflect, share practice and connect with colleagues across Camden, strengthening networks and supporting impactful leadership in school operations.	**30th June 2027**
Inclusion Conference	The Inclusion Conference offers a valuable opportunity for all school staff working with pupils with SEND to deepen their understanding of inclusive practice. Featuring expert keynote input on the latest research alongside practical workshops, the conference supports staff to translate theory into effective classroom practice, with a strong focus on current national and local priorities.	**20th May 2027**
EYFS Conference	The EYFS Conference is an opportunity for early years practitioners and leaders to explore the power of high-quality provision in supporting children's development, curiosity and wellbeing. Through expert keynote input, practical workshops and collaborative discussion, participants will gain fresh insight and strategies to strengthen pedagogy, enhance provision and make the most of environments to support meaningful, engaging learning.	**TBC**



Camden Learning is a schools-led partnership between Camden schools and Camden Council, established in 2017 to drive improvement through collective expertise. Guided by values of excellence and social equity, we support teachers, leaders and support staff in their work.

Our collaborative model helps schools take shared responsibility for outcomes, ensuring every child and young person in Camden benefits from high-quality, inclusive education.

Camden Learning

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