

Professional Development at CNS

Professional development is at the heart of CNS. The school is dedicated to supporting the development of all staff through a range of different courses and sessions both internally and externally. Our CPD is built upon principles and practices that reflect research into what makes the most effective development for teachers, leaders, and all staff within a school.

CPD at CNS is:

- A priority for all leaders: All senior and middle leaders at CNS are leaders of professional development, leading the development within their own teams, ensuring time and resources are available for effective CPD.
- Bespoke to individuals and responsive to circumstances: Our PD is personalised to career stages and experience and staff are able to choose and shape their own PD through to ensure it is tailored to their own teaching and role.
- Impact-focused and child-centred, focusing on adaptive teaching: Our pedagogy-focused CPD is tailored to specific classes and identified groups of students to ensure responsive teaching that secures and evaluates the impact on student outcomes.
- Research-informed: Educational research informs our pedagogy and PD. Pedagogy discussion in FADT are research driven and contribute to ongoing CPD around teaching and learning for student facing colleagues.
- Sustained and long term: Our PD is built systematically within a coherent long-term plan that supports whole school vision and long-term priorities. We seek in all of our PD to consolidate and refine practice, remaining responsive to emerging research and needs, but never to be swayed or led by trends or gimmicks. Our PD seeks to embed long-term, impactful change.
- Collaborative, collegial, and built upon a culture of trust and empowerment: The majority of our PD programs are led internally by colleagues, giving all staff the opportunity to shape, lead, and contribute to the direction of professional development at our school. Sharing and collaborative research is key to all of our CPD, with colleagues presenting on their own practice and research in various ways.
- Subject-specific, with a core strand of whole school pedagogical priorities: The development of subject knowledge and subject-specific pedagogy is vital, and this is carefully balanced with central core strands linked to whole school priorities and vision.

CPD Programmes and strands at CNS

The school supports a wide portfolio of CPD approaches to ensure our programmes are bespoke and responsive, and to maximise the impact within our school. Our CPD is wide-ranging and incorporates a variety of opportunities and programmes that balance the principles and practices outlined above.

CPD Programmes and strands at CNS			
Pedagogy, teaching and learning	Subject knowledge and subject pedagogy	Support staff specialist training	Leadership
<ul style="list-style-type: none"> • T&L Briefings and Bulletins • Pedagogical discussion groups • Bespoke ITT and ECT programmes • New staff induction programme 	<ul style="list-style-type: none"> • Faculty development time • External courses, including exam board courses • Ormiston and regional subject networks 	<ul style="list-style-type: none"> • Bespoke LSA CPD programme • Apprenticeship opportunities 	<ul style="list-style-type: none"> • Mentor training • Coaching training (through OAT) • NPQs • Internal and external secondment • OAT led training • Internship • Specialist Leader in Education • SSAT leadership courses including aspiring and middle leadership

Leadership CPD opportunities vary and are available via an internal application process every year

Pedagogy, teaching and learning

These strands of our CPD help to shape and establish central themes and priorities across our teaching, enabling the sharing of educational research and cognitive science, as well as the application within our school context for our students.

- T&L Briefings and Bulletins: Each Monday morning begins with a pedagogy-focused briefing for all teaching staff.
- Pedagogical discussions are faculty led from whole school T&L priorities. They focus around areas of adaptive teaching including metacognitive strategies, literacy, oracy, feedback and inclusive strategies.
- Bespoke ITT and ECT programmes: All of our ECTs benefit from a tailored and responsive PD program of weekly meetings, termly action plans and reviews, co-ordinated and led by our Lead Practitioner and a team of trained and experienced mentors. Trainee teachers working in our school are also supported by specialist mentors and a twice weekly PD programme. We lead and contribute to external programmes through our partnerships with Ignite teaching school and local ITT providers.
- New staff induction programme: All new staff participate in a tailored programme focusing on school routines and pedagogy, led by our Lead Practitioner.

Subject knowledge and subject pedagogy

Subject-specialist CPD is key to the work within Faculties, and all staff are developed to be experts in the subjects and subject pedagogy of the areas in which they teach.

- Faculty Development Time: Each Faculty has dedicated time identified and scheduled for development of subject knowledge, curricular knowledge and subject pedagogy. These meetings are led by and co-ordinated within Faculties, with at least 16 sessions per year.
- Ormiston and regional subject networks: Each subject area is offered CPD opportunities through national and regional Ormiston subject networks, any of which are led by our staff. Local and regional networks through exam boards, the local authority and other organisations also enrich our subject-specific CPD.
- External subject courses, including exam board courses: Colleagues benefit from opportunities for external subject courses, and we currently have around 15 teachers who also work for examination boards, including as Principal Examiners

Support staff specialist training

Support staff are offered regular CPD linked to their role and ambitions. This includes:

- Bespoke LSA CPD programme: Our SEND team meet once per week for a bespoke programme of CPD focused on classroom practice, latest research and programmes linked to SEND. Our record of success with LSAs moving into more senior roles within our school and beyond reflects the success of this programme.
- Apprenticeship opportunities: A number of colleagues have developed their careers through apprenticeships undertaken alongside their daily work. These have included apprenticeships for LSAs, HR and school business management.

Leadership

At CNS we seek to develop leadership in all our teaching and support colleagues. This ranges from self- leadership to leadership of teams and school priorities. Through this we empower colleagues to become the best they can be in their current role and to prepare them for internal and external promotions. See our case studies to see how Leadership Development has impacted on staff at CNS.

Examples of leadership development are:

- Mentor training
- NPQs
- Internal and external secondment
- OAT led training
- Internship
- Specialist Leader in Education