

The
Catholic Schools Partnership



CSP

A Teaching School Alliance
of Bradford & Keighley

School Direct Primary & Secondary with
Leeds Trinity University

Developing
Teaching
Excellence

ITT

NQT

CSPTSA

NQT+1

CSPTSA

RQT

CSPTSA

CPLD Offer & Pathway 2018/19

Broadening
Leadership
Excellence

CSPTSA

Placement
Project
Opportunity

NPQML

Carnegie Leaders

Core
CPLD

CSPTSA

Foundation
CPLD

CSPTSA

Developing
Leadership
Excellence

Additional
Support

CSPTSA

SLE

NPQSL

Carnegie Leaders

CSPTSA

AHT &
DHT

NPQH

Carnegie Leaders

Diocese of Leeds

Aspiring
HT

NPQEL

Carnegie Leaders

CSPTSA / Diocese of Leeds

Governor /
Trust
Development

CPLD Offer & Pathway 2018/19

Inside this booklet you will find details of our training and development sessions across the academic year. All of these programmes are provided as part of the annual subscription to the CSPTSA. This year we have broadened our delivery, including subjects we have not covered before – we strive to ensure our approach to CPLD is broad and balanced.

We also have taken into account the Standard for Teachers' Professional Development and the Education Endowment Foundation's Toolkits to ensure the CPLD we offer is based in evidence and has a demonstrated impact on pupil achievement. The Standard for Teachers' Professional Development is summarised on the following pages.

In addition to the listed programmes, the CSPTSA also offer additional support in the form of School Health Checks, Conferences and School to School Support with our experienced and successful range of accredited Leaders of Education. Information about this additional support can be found towards the back of the booklet.

Linking in with our Teaching School allies, we will also be offering and signposting the National Professional Qualifications for Middle Leaders (NPQML), Senior Leaders (NPQSL), Headteachers (NPQH) and Executive Leaders (NPQEL). These are paid for qualifications although as Bradford is an Opportunity Area, schools are currently fully refunded the costs by the DfE.

You will notice that our approach to CPLD is changing this year. Some Subject Leaders will be working with groups of schools (Peer Groups) rather than the whole 18 CSPTSA schools. This will allow the work undertaken to be more bespoke and relevant; the previous 'one size fits' all approach was beginning to limit the impact. We are calling this broken down way of working 'Peer Leader Sessions'.

CPLD Offer & Pathway 2018/19

The 3 Peer Groups are:

Peer Group 1: Our Lady and St Brendan's, St Anne's, St Anthony's Shipley, St Clare's, St Columba's, St Joseph's Bradford, St Mary's & St Peter's, St William's

Peer Group 2: Our Lady of Victories, St John the Evangelist, St Joseph's Keighley, St Walburga's, St Winefride's,

Peer Group 3: St Anthony's Clayton, St Cuthbert & The First Martyrs', St Francis, St Joseph's Bingley, St Matthew's

Peer Group 1 are already working together as part of a Bradford TLIF group, with NAHT Aspire. This year long project, fully funded by the DfE focuses on 5 strands (Leadership, Learning Environment, Assessment for Learning, Pedagogy & Curriculum and Student & Family Support) and complements the work of the CSPTSA.

Another new innovation this year is the CSPTSA Supported Fund, which can be used by schools to engage with SLEs on a fully funded basis. This fund is operated through a simple bidding process which the CSPTSA Strategic Board oversees. We have also introduced the Project Placement Opportunity to further broaden the experience of our middle leaders as they look to step into senior leadership positions within our partnership.

We are also looking to engage with more schools through our associate membership offer, initially looking at the 'Developing Teacher Excellence Strand' of our pathway. If this proves to be a success, there will be opportunities to open up the pathway more fully and include the Peer Leader Sessions and School Health Checks in subsequent years.

The work of the CSPTSA has never been more important in the climate of tightening budgets and recruitment difficulties – what we offer to our schools is real investment in our teachers to provide the very best for our children, raising standards for the whole of Bradford & Keighley.

Standard for Teachers' Professional Development

Part 1

Professional development should have a clear focus on improving and evaluating pupil outcomes

Professional development is most effective when activities have a clear purpose and link to pupil outcomes. In particular, effective professional development:

- has **explicit relevance** to participants. This means the activities are designed around:
 - individual teachers' existing experience, knowledge and needs;
 - the context and day-to-day experiences of teachers and their schools; and
 - the desired outcomes for pupils;
- ensures **individual activities** link logically to the **intended pupil outcomes**; and
- involves ongoing **evaluation of how changes in practice are having an impact on pupil outcomes**.

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Make the objectives clear and show the links between activities and the intended outcomes. 2. Ensure activities take account of teacher starting points, intended progression , and the impact on pupil outcomes. 3. Ensure activities are designed and evaluated in terms of their impact on teachers, pupils and their school.	1. Make sure they are clear about the intended outcomes of activities. 2. Continually apply formative assessment to monitor progression and impact 3. Choose complementary activities aligned to a clear overall objective for their practice, pupils and school.	1. Are clear about the expected impact of their offer on teachers and pupils. 2. Request information about their participants' prior knowledge, experience and goals and use this in the design of their activities to secure progression . 3. Provide tools that help participants change their own practice and evaluate its impact .

Standard for Teachers' Professional Development

Part 2

Professional development should be underpinned by robust evidence and expertise

Professional development is most effective when informed by robust evidence, which can be from a range of sources. In particular, effective professional development:

- **develops practice and theory together;**
- links **pedagogical knowledge** with **subject/specialist knowledge**;
- draws on the **evidence base**, including high-quality academic research, and robustly evaluated approaches and teaching resources;
- is supported by those with **expertise and knowledge** to help participants **improve their understanding of evidence**; and,
- draws out and **challenges teachers' beliefs and expectations about teaching and how children learn.**

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Draw on expert input to ensure that activities are clear about how and why practices work in different contexts.	1. Seek to understand how and why practices work <u>and</u> how to implement them successfully in different contexts.	1. Are explicit about the evidence underpinning practices and how and why practices are intended to work.
2. Provide opportunities for participant feedback , linking teacher practice to pupil experiences and outcomes.	2. Actively seek formative feedback on practice and support the evaluation of impact on their practice, pupil outcomes and wider school improvement.	2. Provide opportunities to draw out and constructively challenge participants' existing beliefs.
3. Ensure teachers can adapt generic pedagogic practices for different subjects and contexts.	3. Expect to improve pedagogical knowledge AND subject knowledge , or specialist knowledge (e.g. for special educational needs).	3. Actively seek robust and independent evaluations of their programmes to demonstrate impact on intended outcomes.

Standard for Teachers' Professional Development

Part 3

Professional development should include collaboration and expert challenge

Professional development that aims to change teachers' practice is most effective when it includes collaborative activities with a focus on the intended pupil outcomes. In particular, effective professional development:

- builds-in **peer support** for problem solving;
- includes focussed **discussion about practice** and supporting groups of pupils with similar needs;
- **challenges existing practice**, by raising expectations and bringing in new perspectives; and,
- includes support from someone in a coaching and/or mentoring role to provide modelling and challenge.

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Structure sustained collaboration to enable participants to draw on evidence and expertise and to refine and adapt practice .	1. Seek expert support and challenge .	1. Work with the schools so that there are multiple opportunities for teachers to practise.
2. Ensure that professional development activities include external challenge to thinking.	2. Seek activities that allow adaptation of approaches for the classroom through practice.	2. Support structured collaboration and discussion about the impact on pupils.
3. Encourage participants to analyse evidence from classroom implementation.	3. Implement practices with peers and focus discussion on the impact on pupils.	3. Use their external perspective to challenge current orthodoxies, raise expectations and introduce evidence-informed practices.

Standard for Teachers' Professional Development

Part 4

Professional development programmes should be sustained over time

Professional development is most effective when activities form part of a sustained programme, typically for more than two terms. **In particular, effective professional development:**

- is **iterative**, with activities creating a rhythm of ongoing support and follow-up activities;
- may include complementary one-off activities as part of a wider coherent package; and,
- includes **opportunities for experimentation, reflection, feedback and evaluation**.

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
<ol style="list-style-type: none"> 1. Design programmes with a regular rhythm of opportunities, to form a coherent programme 2. Ensure that activities of shorter duration (e.g. one day) are either focussed on a narrow goal or form part of coherent sequences to achieve broader goals. 3. Ensure that other work pressures do not detract from the achievement of professional development objectives. 	<ol style="list-style-type: none"> 1. Seek programmes that typically last at least two terms and which provide a sustained rhythm of ongoing support. 2. Translate ideas into relevant practice and knowledge for specific classes and pupils, making time for ongoing practice and review. 	<ol style="list-style-type: none"> 1. Are explicit about the commitment required by teachers and school leaders to make sustained changes in practice. 2. Support participants and their schools to sustain and embed change and link shorter activities with sustained programmes. 3. Ensure that the supporting components (e.g. venues, rooms, refreshments) do not detract from the achievement of professional development objectives.

Standard for Teachers' Professional Development

Part 5

Professional development must be prioritised by school leadership

Professional development is most effective when it is led well as part of a wider culture of evidence-informed reflection and discussion of teaching practice. In particular, effective leadership of professional development:

- is clear about how it improves pupil outcomes;
- **complements a clear, ambitious curriculum and vision for pupil success;**
- involves **leaders modelling & championing effective professional development** as an expectation for all;
- **ensures that sufficient time and resource is available;**
- **balances** school, subject and individual teachers' **priorities;** and,
- develops **genuine professional trust**

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
<ol style="list-style-type: none">1. Make evidence-informed development a major leadership priority.2. Build a culture of trust professional engagement and challenge with evidence and knowledge.3. Ensure that school, subject, phase and individual development plans are coherent and supported.	<ol style="list-style-type: none">1. Take responsibility for their own professional development.2. Engage openly in discussion about the impact of teaching practice with peers and leaders supporting a culture of trust, respect and scholarship.3. Fully commit to effective professional development practices and challenge poor or ineffective ones.	<ol style="list-style-type: none">1. Help schools and participants to develop effective school leadership systems and processes.2. Challenge school leaders and participants to be clear about their requirements, and offer tools and resources to support this.3. Are explicit about the role of teachers and school leaders before and after the programme.

Leader Sessions

- This is the traditional model the CSPTSA has used for CPLD
- All 18 subject leaders are invited
- Hosted in 1 school (Hosting schools can claim £175 per day + refreshment costs)
- Content driven by leader feedback & facilitator
- Opportunity to network and share best practice across all 18 schools

Peer Leader Sessions – new for 2018

- All subject leaders from the peer group
- Hosted in 1 of the peer schools (fee free)
- Content driven by Peer leaders based on shared mini action plans supported by facilitator

Agreed Shared Targets	Activity undertaken	Impact	Next Steps

- Opportunity to network and share best practice across peer schools

Bespoke Support

- Requested by 1 or more school through the Director of the CSPTSA, or following School Health Checks or facilitator work in Peer Leader sessions
- Could be 1:1 or more, depending on need
- Hosted in 1 of the peer schools (fee free, refreshments can be reclaimed)
- Content driven by Facilitator & Peer leaders based on mini action plans supported by facilitator

CSPTSA Funded Support – new for 2018

- Schools may require additional support from our SLEs – this can be self-identified or identified through work undertaken in the School Health Check or Peer Leader sessions
- Where appropriate, the cost for this work will be funded by the CSPTSA following a simple bidding process

Key focus area for support

Please indicate:

- the main priorities of the planned deployment
- why it can't be internally supported
- any relevant contextual information

Number of estimated days support (£300 for SLE pro rata)

Total amount of bid

CSPTSA School Health Checks – new for 2018

- Schools in Peer Group 2 & 3 receive 2 visits a year by the Director of the CSPTSA and other senior leaders within the peer group (Peer Group 1 are undertaking a variation on this as part of the TLIF project)
- Work is undertaken to ensure the school is moving forward towards its targets and analysis is done to identify strengths that can be shared across the CSPTSA and beyond
- This information is recorded on the 8 Strand Monitoring Proforma (overleaf) which is updated across the year and shared with leaders at all levels within the school
- This is part of the ongoing, honest dialogues we hold regarding the schools in our partnership.

CSPTSA Eight Strand Monitoring

Strand & Peer Observer	Source & Information	Strengths	Transferable?	Issues	Intervention required (be specific & identify how it's brokered)	Expected Impact	<u>Timescale</u> <ul style="list-style-type: none"> • Immediately • This Term • This Year
1. Catholic Leadership with vision and efficacy							
2. Quality in the classroom							
3. Curriculum							
4. Monitoring and intervention							
5. Systems and policies							
6. Professional development							
7. Praise culture for staff and students							
8. Other school features							

CSPTSA PAYG & Associate Membership – new for 2018

- Schools not in the CSPTSA can purchase any CPLD within the ‘Developing Teaching Excellence’ strand of the CPLD Pathway and the ‘Foundation CPLD’ on a Pay As You Go basis. Costs can be found on the relevant pages. For further information please email Simon Gallacher – csptsadirector@outlook.com – or see the updates on BSO
- If you would like to become an Associate Member, you receive all of the CPLD strand ‘Developing Teaching Excellence’ and ‘Foundation CPLD’ for £1000 (a saving of £350)
- In future years we will look at fully opening up the next 2 strands of the CPLD pathway (a minimum of 6 schools would be needed for this to move forward due to logistics and economies of scale). Please contact Simon Gallacher to discuss your needs further.

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AHT &
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Diocese of Leeds

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Development

Career Stage - Schools Direct/Initial Teacher Training (SD/ITT)

Content

OVERALL THEME

Professional Practice

Teacher Standards

Leading in the classroom

Preparing to teach in the CSPTSA

Resilience & Well-Being

CPLD APPROACH

Face to Face Sessions

Open Classrooms

RE

Science

Art/DT

Humanities

English

Phonics

Maths

PE

Assessment

SEND

Safeguarding

MFL

Outdoor Provision

Job Applications



Career Stage - Newly Qualified Teachers (£400 to non CSPTSA schools)

OVERALL THEME

Professional Practice & Teacher Standards

Leading in the Classroom

Teaching in the CSPTSA

RE & Collective Worship

Resilience & Work-Life Balance

CPLD APPROACH

Face to Face Sessions

Open Classrooms

Bring & Brag

End of Programme Evaluation and Celebration Event

Developing
Teaching
Excellence

NQT

Facilitator, Dates, Venue & Content

Facilitators – Simon Gallacher & Katy Cox

5 Thursday afternoon sessions:

20th September 2018 – St Walburga's

29th November 2018 – St Francis

14th February 2019 – St Matthew's

4th April 2019 - St Cuthbert & The First Martyrs'

23rd May 2019 – St Joseph's, Bradford

27th June – Celebration Dinner

Content:

Induction, RE & Collective Worship

SEND & Behaviour, Dealing with adults

Reports

Bespoke elements based on participant feedback

Career Stage - Newly Qualified Teachers +1 (£250 for non-CSPTSA schools)

OVERALL THEME

Reflecting on Professional Practice

Teacher Standards

Making Every Primary Lesson Count

Resilience & Well-Being

CPLD APPROACH

Reflective Journals

Intersessional Task

Enquiry Visits

Book Club

Developing
Teaching
Excellence

NQT+1

Facilitator, Dates, Venues & Content

Facilitator – Simon Gallacher

3 afternoon sessions & 1 full school visit day:

15th November – St Matthew's

8th January – St Matthew's

13th March – St Matthew's

10th April – venues tbc

Content:

Challenge, Explanation, Modelling, Practice, Feedback,
Questioning

Career Stage - Recently Qualified Teachers (£200 to non-CSPTSA schools)

OVERALL THEME

Excellence in the classroom

Resilience & Well-Being

CPLD APPROACH

Reflective Journals

Intersessional Task

Enquiry Visits

Facilitator, Content, Dates & Venues

Facilitators – CSPTSA SLEs

3 Tuesday morning sessions:

20th November – tbc

29th January – tbc

12th March – tbc

Content:

Enquiry visits to SLE classrooms based on Maths & English

Developing
Teaching
Excellence

RQT

Career Stage - Foundation CPLD

OVERALL THEME

Excellence in the classroom and developing Leadership
Resilience & Well-Being

CPLD APPROACH

Taster Sessions
Action Planning
Audit of Provision
Bring & Brag
Conference

Curriculum Areas (see subsequent pages)

Art

3 x Leader Sessions (£150 to non-CSPTSA schools)
2 x Masterclass Sessions

Music

3 x Leader Sessions (£50 to non-CSPTSA schools)

Geography

3 x Leader Sessions (£150 to non-CSPTSA schools)

History

1 x Leader Conference (£150 to non-CSPTSA schools)

Art – facilitated by Tony Bullock, BMDC

- Leader Twilights 4pm – 6pm
 - Thursday 27th September – St Francis Catholic Primary School
 - Thursday 31st January – St Francis Catholic Primary School
 - Thursday 13th June – St Francis Catholic Primary School
- Masterclass Twilights 4pm – 6pm
 - Thursday 8th November – St Francis Catholic Primary School
 - Thursday 21st March – St Francis Catholic Primary School
- Curriculum Art Days
 - 2 per CSPTSA school
- CSPTSA Exhibition (as part of the CSPTSA Pupil Awards)
 - Wednesday 10th July

Music – facilitated by Carl White, BMDC

- Leader Twilights 4pm – 6pm
 - Wednesday 21st November– St Francis Catholic Primary School
 - Wednesday 27th February– St Francis Catholic Primary School
 - Wednesday 8th May – St Francis Catholic Primary School



Geography – facilitated by Jessica Hill, Geographical Association



- Leader Twilights 4pm – 5.30pm
- Wednesday 19th September – St Francis Catholic Primary School
 - National Curriculum Geography
 - Turning the National Curriculum into a Long Term plan
 - Hooks & end products
- Wednesday 6th February– St Francis Catholic Primary School
 - Devising lessons from LT plan
 - Mental starters & Activities
 - Free resources (including digimaps, Oddizzi Geography)
- Wednesday 1st May – St Francis Catholic Primary School
 - Fieldwork
 - Assessment and benchmarking



History – facilitated by Chris Trevor, Historical Association

- Full Day Conference – How to be an effective History Leader
- Monday 11th February 2019 – venue tbc



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Career Stage - Core CPLD

OVERALL THEME

Excellence in the classroom and developing Leadership
Resilience & Well-Being

CPLD APPROACH

Action Planning
Audit of Provision
Bring & Brag
Peer Reviews
In-School Project

Developing
Leadership
Excellence

Core
CPLD

Curriculum Areas (see subsequent pages)

English

3 x Peer Leader Days
6 x Leader Sessions / Bespoke Support

RE

3 x Leader / Peer Leader Sessions

Science

3 x Peer Leader Sessions
3 x Bespoke Support

SENCO

3 x Peer Leader Sessions
3 x SENCO Surgeries
3 x Bespoke Support

English – facilitated by Laura Lodge & Philip Webb

- Peer Leader Days

- Peer Group 3 - 21st September, Peer Group 2 - 26th September, Peer Group 1 - 27th September – at host schools with Laura Lodge
- P3 - 15th January, P2 - 16th January, P1 - 21st January – at host schools with Laura Lodge
- P1 - 20th May, P2 - 21st May, P3 - 22nd May – at host schools with Laura Lodge

- Leader Sessions / Bespoke Support

- Wednesday 3rd October – Philip Webb
- Monday 15th October – Laura Lodge
- Tuesday 27th November – Laura Lodge
- Wednesday 13th February – Philip Webb
- Friday 22nd March – Laura Lodge
- Wednesday 8th May – Philip Webb
- Monday 24th June – Laura Lodge
- Wednesday 25th June – Laura Lodge



Philip Webb | Literacy

Developing
Leadership
Excellence

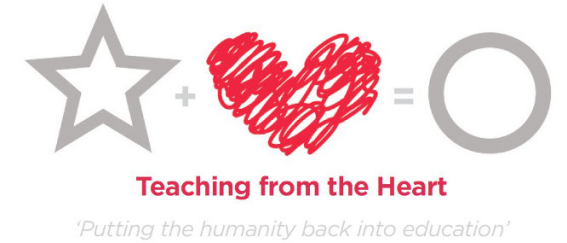
RE – facilitated by Chris Devanny, Diocese of Leeds



- Leader Sessions (9.30am – 4.00pm)
 - Tuesday 16th October – St Francis Catholic Primary School
 - Tuesday 5th February – St Anne's Catholic Primary School
 - Tuesday 2nd July – St Francis Catholic Primary School



Science – facilitated by Claire Holt, Teaching from the Heart



- Peer Leader Session (pm)
 - P3 - 8th October, P2 - 9th October, P1 - 10th October – at host schools
 - P1 - 22nd January, P3 - 23rd January, P2 - 24th January – at host schools
 - P1 - 18th June, P2 - 19th June, P3 - 20th June – at host schools
- Bespoke Support Session (pm)
 - Thursday 18th October – venue tbc
 - Thursday 7th February – venue tbc
 - Tuesday 2nd July – venue tbc



SENCO – facilitated by Kathryn Parkinson

PIVOT Educational Psychologist & Ofsted Inspector

- Peer Leader Half-Days
 - P1 - 13th November am, P2 - 13th November pm, P3 - 14th November am – at host schools
 - P2 - 5th March am, P3 - 5th March pm, P1 - 6th March am – at host schools
 - P3 - 11th June am, P1 - 11th June pm, P2 - 12th June am – at host schools
- SENCO Surgeries
 - 14th November – P3 school
 - 6th March – P1 school
 - 12th June – P2 school
- Bespoke Support Days
 - 22nd November – venue tbc
 - 14th March – venue tbc
 - 4th July – venue tbc

Career Stage - NPQML (in partnership with Carnegie Leaders in Learning)

Programme Structure

You will learn through a blended learning approach comprising approximately 160 learning hours facilitated through:

Workplace learning and practice activities, including support and guidance from a workplace mentor.

An entitlement to high quality coaching, enabling participants to develop their practice.

Four face-to-face development days, including peer and facilitated learning, reading, reflection and online learning.

Completion of a two part school improvement based project, working with your team to:

Improve pupil progress and attainment & Improve team capability

The programme incorporates six key themes and seven leadership behaviours. These set out what a leader should know or be able to do. The themes and behaviours are common to each NPQ level, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels.

Leadership Behaviours

Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity, Respect

Themes

Strategy and Improvement, Teaching and Curriculum Excellence, Leading with Impact, Working in Partnership, Managing Resources and Risks, Increasing Capability



Career Stage – Placement Project Opportunity

Participants will be given an opportunity to go into another CSPTSA school and undertake a project over a period of 10 days.

The project will be agreed between the host school and the participant and should take no more than 10 days in total across the year.

The participant will be expected to present the outcome of the project to the host school Governing Body and their own Governing Body at the culmination. These will also form part of the TSAs case studies across the year.

This project is part-funded by the CSPTSA with £500 paid to the participant's school at the culmination of the project.



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Career Stage - Specialist Leaders of Education

The SLE role is about:

improving outcomes for children, leaders supporting leaders, drawing on specialist knowledge and areas of expertise, being flexible to meet the needs of supported schools and sustainability – helping schools improve their own leadership capacity

The Role:

An SLE is a middle or senior leader in a position below the headteacher with a particular area of expertise, who will support middle or senior leaders in other schools. Deployment is based on need and demand. Deployment types will vary.

There are many benefits for SLEs and their schools, e.g: opportunities to work independently, to be creative and try out new ideas , development of coaching and facilitation skills, opportunity to network with peers, experience of different school environments, the chance to learn from ideas and approaches used in other schools and the development of skills and knowledge that can benefit their own school .

If you are interested in becoming an SLE then contact csptsadirector@outlook.com



Career Stage - NPQSL (in partnership with Carnegie Leaders in Learning)

Programme Structure

You will learn through a blended learning approach comprising approximately 230 learning hours, facilitated through:
Workplace learning and practice activities, including support and guidance from a workplace mentor.

An entitlement to high quality coaching, enabling you to develop your practice.

Four face-to-face development days, including peer and facilitated learning and reading, reflection and online learning.

Completion of a two part school improvement based project, working across the school to:

Reduce variation in pupil progress and attainment & Improve the efficiency and effectiveness of teaching

The programme incorporates six key themes and seven leadership behaviours. These set out what a leader should know or be able to do. The themes and behaviours are common to each NPQ level, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels.

Leadership Behaviours

There are 7 leadership behaviours, common to each NPQ level, which set out how the best leaders operate. These are embedded within the content and practical application of each theme. They are Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity & Respect

Themes

Strategy and Improvement, Teaching and Curriculum Excellence, Leading with Impact, Working in Partnership, Managing Resources and Risk, Increasing Capability





Career Stage - Assistant & Deputy Headteacher Development

OVERALL THEME

Professional Practice

Headteacher Standards

Leading with Impact in the CSPTSA

Resilience & Work-Life Balance

CPLD APPROACH

Face to Face Sessions

Open Classrooms

Bring & Brag

Coaching

Case Studies

Broadening
Leadership
Excellence

AHT &
DHT

Facilitator, Dates, Venue & Content

Facilitator - Claire Holt, Teaching from the Heart

5 Thursday afternoon sessions:

11th October 2018 – St Walburga's

6th December 2018 – St Walburga's

31st January 2019 – St Walburga's

28th March 2019 – St Walburga's

27th June 2019 – St Walburga's

Content:

Coaching Techniques, Leadership Styles, Leading with Integrity, Bespoke elements based on participant feedback

Career Stage - NPQH (in partnership with Carnegie Leaders in Learning)

Programme Structure

You will learn through a blended learning approach comprising approximately 320 learning hours, facilitated through:

Workplace learning and practice activities, including a placement in a contrasting school, with support and guidance from a workplace mentor

An entitlement to high quality coaching, enabling you to develop your practice.

Five face-to-face development days, including peer and facilitated learning and reading, reflection and online learning.

Completion of two school improvement based projects: Leading a whole-school change programme (own school) & Designing an action plan to meet your placement school's resourcing and capability needs

The programme incorporates six key themes and seven leadership behaviours. These set out what a leader should know or be able to do. The themes and behaviours are common to each NPQ level, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels.

Leadership Behaviours

There are 7 leadership behaviours, common to each NPQ level, which set out how the best leaders operate. These are embedded within the content and practical application of each theme. They are Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity & Respect

Themes

Strategy and Improvement, Teaching and Curriculum Excellence, Leading with Impact, Working in Partnership, Managing Resources and Risk, Increasing Capability



Career Stage - Aspiring Headteachers (Diocese of Leeds)

Programme Structure

5 modules including residential

Content

Core principles of a Catholic school

Spiritual leadership in practice

Roles and responsibilities of a headteacher in a Catholic school

Identifying areas for personal development

Strategic impact

Shadowing an experienced Head

Application Forms

Personal statements

Coaching for the recruitment process

Interviews, Presentations & Assessment centres



Career Stage - NPQEL (in partnership with Carnegie Leaders in Learning)

Programme Structure

You will learn through a blended learning approach comprising approximately 380 learning hours, facilitated through:

Workplace learning and practice activities, including a visits to businesses.

An entitlement to high quality coaching, enabling you to develop your practice.

Five face-to-face development days, including peer and facilitated learning and reading, reflection and online learning.

Completion of two school improvement based projects - Designing a sustainable business development strategy for your organisation & Leading an improvement project across several schools

The programme incorporates six key themes and seven leadership behaviours. These set out what a leader should know or be able to do. The themes and behaviours are common to each NPQ level, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels.

Leadership Behaviours

There are 7 leadership behaviours, common to each NPQ level, which set out how the best leaders operate. These are embedded within the content and practical application of each theme. They are Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity & Respect

Themes

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Governor, Academy Council & Trust Board Development (in partnership with One Education)

Programme Structure

A session for Chairs in September to discuss:

- the year planner for GBs
- how to analyse ASP & FFT Aspire and the questions governors should be asking
- An overview of self-evaluation, skills audits and action planning

Sessions with GBs to support their self evaluation

Provision of termly handbooks for schools and academies to cover statutory and best practice agendas, what's new in governance and questions for governors

The Diocese of Leeds also lead on Governor Development and offer a package for schools, particularly reflecting on the role of Governors in Catholic Schools.



Additional CSPTSA Support

CSPTSA INSET for Teaching Staff & Governors @ The Life Centre - Monday 29th October

Keynote Speakers

Sir William Atkinson

Identifying structural weaknesses in the system, overcoming challenges, and developing new ways of educating the youth of tomorrow, he is highly sought after as a keynote and conference speaker, combining his own inspirational story with takeaway motivational messages.

Dr James Lane

Executive Headteacher, St Francis de Sales Catholic Federation Junior & Infant School

Jo Haworth

A bestselling author and an inspirational speaker. “I am happy. I am an uplifter, an inspirer, a helper and the founder of The Happiness Club”.

CSPTSA Half Termly Meetings & Conference

Executive Headteachers, Headteachers & Heads of Schools – 2nd October, 11th December, 12th February, 2nd April, 4th & 5th July

Additional CSPTSA Support

Headteacher Performance Management

One Education will be the External Advisor for the Headteacher Performance Management for Executive Headteachers, Headteachers & Heads of Schools. Training will be delivered to Governors/Councillors/Trustees and EHTs, HTs and HoS.

Discounted Computing Package - £1550 to £1960

In school consultancy

Online Safety Mark assessment

CSPTSA Computing Leaders Bring & Brag

Digital Leader training

Email and phone support

Premium Services Access to Curriculum Online and the other Premium Services

Additional
Support

Additional CSPTSA Support – brokered through the CSPTSA Director

School to School Support & Leaders of Education (see overleaf)

Work undertaken is fully chargeable: it can be fully funded by the CSPTSA based on a simple bidding process as a result of CPLD within Peer Leader Sessions & School Health Checks

National Leader of Education (brokered through the CSPTSA)

£550 per day pro rata invoiced by CSPTSA

Local Leader of Education (brokered through the CSPTSA)

£450 per day pro rata invoiced by CSPTSA

Specialist Leader of Education (brokered through the CSPTSA)

£350 per day pro rata invoiced by CSPTSA

Trainee Specialist Leader of Education (brokered through the CSPTSA)

£250 per day pro rata invoiced by the CSPTSA

Additional CSPTSA Support – brokered through CSPTSA Director

SLEs

Laura Bowles (Behaviour & Computing), Gavin Hamilton (SEND), Victoria Mason (EYFS), Laura Dillon (English), Mark Hattersley (Maths), Caroline Ramsden (Assessment), Catherine Donnelly (English), Laura Watson (Assessment & Closing the Gap), Lizzie Goff (EYFS), Lauren Fitchie (Maths), Victoria Earley (English & Phonics), Rebecca Peers (EYFS), Katy Mitchell (EYFS), Jennifer Taylor (ITT/NQT), Claire Crowther (English), Ben Palmer (Computing), Liz Fearnley (English), Louise Walsh (RE), Louise Wilson (Maths & Science), Katie Owen (EYFS) Heather Donlon (History & Maths), Joanna Grogan (SEND), Francesca Bartlett (ITT/NQT), Stevie Burgess (Assessment), Sarah Walsh (English), Jenny Trotter (RE), Katherine Barraclough (English & Science), Silvana Esposito (RE), Naomi Atkinson (Maths), Megan Langham (Maths), Emma Green (EYFS), Mary Hodgson (SEND), Ruth Los (SEND), Anna Gautrey (English)

LLEs

Madeleine Bannister, Headteacher St Anthony's Catholic Primary School (Clayton)

Katy Cox, Executive Headteacher St Anne's Catholic Primary School, Headteacher St Matthew's Catholic Primary School

NLEs

John Devlin, Executive Headteacher Our Lady of Victories & St Joseph's (Keighley) Catholic Primary Schools

Daniel Copley, Executive Headteacher St Francis & St Cuthbert and The First Martyrs' Catholic Primary Schools

Notes



Notes



The Catholic Schools Partnership



A Teaching School Alliance
of Bradford & Keighley

Simon Gallacher, Director of CSPTSA
St Anne's Catholic Primary School
North Street
Keighley
BD21 3AD

csptsa.org.uk
@csptsa
07738127652
csptsadirector@outlook.com

in association with

