

School Direct Primary & Secondary with  
Leeds Trinity University

Developing  
Teaching  
Excellence

ITT

NQT

CSPTSA

NQT+1

CSPTSA

RQT

CSPTSA

# CSPTSA CPLD Offer & Career Pathway 2019/20



Broadening  
Leadership  
Excellence

CSPTSA

Placement  
Project  
Opportunity

NPQML

Carnegie Leaders

Core  
CPLD

CSPTSA

Foundation  
CPLD

CSPTSA

Developing  
Leadership  
Excellence

CSPTSA

SLE

NPQSL

Carnegie Leaders

CSPTSA

AHT &  
DHT

NPQH

Carnegie Leaders

Diocese of Leeds

Aspiring  
HT

HT Induction

CSPTSA / Formatio

Carnegie Leaders

NPQEL

# Introduction

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 again broadened our delivery, including subjects we have not covered before – we strive to ensure our approach to CPLD is broad and balanced. If you are not a member of the CSPTSA but would like to access particular elements, please contact Simon Gallacher to discuss costs and availability.

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 Carnegie Leaders in Learning, 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 will continue to be fully funded as Bradford is an Opportunity Area.

Our 3 Peer Groups are:

**Peer Group 1:** Our Lady and St Brendan'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 Anne's, 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

The CSPTSA Support Fund, which can be used by schools to engage with SLEs on a fully funded basis, continues again this year, based on 2 days of SLE support per school. This fund is operated through a simple bidding process which the CSPTSA Strategic Board oversees. We have also retained 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.

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.

All of the CPLD on offer in this booklet (except for the NPQs – DfE fully funded - Aspiring Leaders – provided by the Diocese & new Headteacher Induction (around £2000 per participant) is provided through the CSPTSA Subscription. These subscriptions, that have decreased by an average of £1,286 since 2016, also provide:

- EHT, HT & HoS Performance Management & Training
- Half termly CSPTSA meetings
- CSPTSA wide INSET day in Autumn 2
- 2-day Senior Leader Conference in Summer
- Data Analysis for the CSP
- Data Analysis for the BCWCAT
- Free use of Survey Monkey
- 2 days Educational Psychology Support per school
- 2 days SEND Specialist Teacher Support per school
- School Health Checks
- Website Audits
- CSPTSA Website
- Director role overseeing ITT, S2S Support, CPLD
- 1 day of Curriculum Art support per school
- Membership of the Geographical Association
- Membership of the Historical Association
- Reduced cost of subject resources
- CSPTSA Awards 2020

# 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 <b>objectives</b> clear and show the links between activities and the intended outcomes.  2. Ensure activities take account of teacher starting points, intended <b>progression</b> , and the impact on pupil outcomes.  3. Ensure activities are designed and evaluated in terms of their <b>impact</b> on teachers, pupils and their school.	1. Make sure they are clear about the intended <b>outcomes</b> of activities.  2. Continually apply formative assessment to monitor <b>progression</b> and impact  3. Choose complementary activities aligned to a clear overall <b>objective</b> for their practice, pupils and school.	1. Are clear about the <b>expected impact</b> 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 <b>progression</b> .  3. Provide tools that help participants change their own practice and <b>evaluate its impact</b> .

# 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 <b>how and why</b> practices work in different contexts.	1. Seek to understand <b>how and why</b> practices work <u>and</u> how to implement them successfully in different contexts.	1. Are explicit about the evidence underpinning practices and <b>how and why</b> practices are intended to work.
2. Provide opportunities for <b>participant feedback</b> , linking teacher practice to pupil experiences and outcomes.	2. Actively seek <b>formative feedback</b> on practice and support the evaluation of impact on their practice, pupil outcomes and wider school improvement.	2. Provide opportunities to draw out and <b>constructively challenge participants' existing beliefs.</b>
3. Ensure teachers can adapt generic pedagogic practices for different subjects and contexts.	3. Expect to improve pedagogical knowledge <b>AND subject knowledge</b> , or specialist knowledge (e.g. for special educational needs).	3. Actively seek robust and <b>independent evaluations</b> 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:
<b>1. Structure sustained</b> collaboration to enable participants to draw on evidence and expertise and to <b>refine and adapt practice</b> .	1. Seek expert support and <b>challenge</b> .	1. Work with the school so that there are <b>multiple</b> opportunities for teachers to practise.
<b>2.</b> Ensure that professional development activities include <b>external challenge</b> to thinking.	2. Seek activities that allow <b>adaptation</b> of approaches for the classroom through practice.	2. Support <b>structured</b> collaboration and discussion about the impact on pupils.
<b>3.</b> Encourage participants to analyse <b>evidence</b> from classroom implementation.	3. Implement practices with peers and focus discussion on the impact on pupils.	3. Use their <b>external perspective</b> 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"> <li>1. Design programmes with a regular <b>rhythm</b> of opportunities, to form a coherent <b>programme</b></li> <li>2. Ensure that activities of <b>shorter</b> duration (e.g. one day) are either focussed on a narrow goal or form part of coherent sequences to achieve broader goals.</li> <li>3. Ensure that other work pressures do not detract from the achievement of professional development objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seek programmes that typically last at least two terms and which provide a <b>sustained rhythm</b> of ongoing support.</li> <li>2. Translate ideas into relevant practice and knowledge for specific classes and pupils, making time for <b>ongoing practice</b> and review.</li> </ol>	<ol style="list-style-type: none"> <li>1. Are explicit about the <b>commitment</b> required by teachers and school leaders to make sustained changes in practice.</li> <li>2. Support participants and their schools to sustain and embed change and link shorter activities with <b>sustained programmes</b>.</li> <li>3. Ensure that the supporting components (e.g. venues, rooms, refreshments) do not detract from the achievement of professional development objectives.</li> </ol>



# 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:
1. Make evidence-informed development a major <b>leadership</b> priority.  2. Build a culture of <b>trust</b> professional engagement and challenge with evidence and knowledge <sup>8</sup> .  3. Ensure that <b>school, subject, phase and individual development plans</b> are coherent and supported.	1. <b>Take responsibility</b> for their own professional development.  2. Engage openly in discussion about the impact of teaching practice with peers and leaders supporting a culture of <b>trust</b> , respect and scholarship.  3. Fully <b>commit</b> to effective professional development practices and <b>challenge</b> poor or ineffective ones.	1. Help schools and participants to develop effective <b>school leadership</b> systems and processes.  2. <b>Challenge</b> school leaders and participants to be clear about their requirements, and offer tools and resources to support this.  3. Are explicit about the <b>role of teachers and school leaders</b> before and after the programme.



## Leader Sessions

- This is the traditional model the CSPTSA has used for CPLD
- All 18 subject leaders are invited – other schools can attend by arrangement
- Hosted in 1 school (Hosting schools can claim £175 per day/£100 per half day + refreshment costs)
- Content driven by leader feedback & facilitator
- Opportunity to network and share best practice across all 18 schools

## Peer Leader Sessions

- All subject leaders from the peer group
- Hosted in 1 of the peer schools (no cost; refreshment costs reimbursed)
- 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

# CSPTSA Support Fund

- 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

## Budget Info

Please indicate:

- Expected carry forward at the end of the financial year
- Staff Development / CPLD budget for current financial year

## Key focus area for support

Please indicate:

- the main priorities of the planned deployment
- why it can't be internally supported
- previous support for the issue
- plans for wider impact / sustainability
- any other relevant contextual information

Number of estimated days support (£300 for SLE pro rata, £400 for LLE pro rata, £500 for NLE pro rata)

Total amount of bid

## CSPTSA School Health Checks – under consultation

- Schools receive an Autumn Term visit by the Director of the CSPTSA and other senior leaders within the peer group looking at data, self-evaluations and development plans. A formal written report is provided as a result of the visit.
- Specific development work undertaken by the school can then be supported by 2 or more visits by the Director of the CSPTSA and leaders from other schools who are in a position to offer and evaluate the focused support. The visits may be used to ensure the school is moving forward towards its targets or it might be hands-on practical support.
- These subsequent visits will also produce a written report that is more bespoke to the individual schools.
- The information from across the year will be shared with leaders at all levels within the school and across the wider Partnership, alongside school SEFs and Improvement Plans.
- This is part of the ongoing, honest dialogues we hold regarding the schools in our partnership.

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## 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

Behaviour

SEND

Computing

MFL

EYFS

Planning

Job Applications



## Career Stage - Newly Qualified Teachers (1<sup>st</sup> year teachers)

### OVERALL THEME

Professional Practice

Teacher Standards

Leading in the Classroom

Teaching in the CSPTSA

Resilience & Work-Life Balance

### CPLD APPROACH

Face to Face Sessions

Open Classrooms

Bring & Brag

End of Programme Evaluation and Celebration Event

## Facilitator, Dates, Venue & Content

Facilitators – Simon Gallacher & Katy Cox

12.30pm – 4.00pm

19<sup>th</sup> September @ St Francis

28<sup>th</sup> November @ St Joseph's Keighley

30<sup>th</sup> January @ St Cuthbert's

26<sup>th</sup> March @ St Columba's

21<sup>st</sup> May @ St Walburga's

26<sup>th</sup> June – 7.30pm @ Aagrah, Shipley

Content:

Induction, RE & Collective Worship

SEND & Behaviour, Dealing with adults

Reports

Bespoke elements based on participant feedback





## Career Stage - Newly Qualified Teachers +1 (2<sup>nd</sup> year teachers)

### **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

## Facilitator, Dates, Venues & Content

Facilitator – Simon Gallacher & Lesson Visits to SLEs

1.00pm – 4.00pm

16<sup>th</sup> October @ St Matthew's

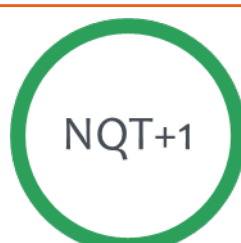
20<sup>th</sup> November @ St Anne's

21<sup>st</sup> January @ St William's

25<sup>th</sup> March @ St Francis

Content:

Challenge, Explanation, Modelling, Practice, Feedback,  
Questioning



## Career Stage - Recently Qualified Teachers (3<sup>rd</sup> year teachers)

### **OVERALL THEME**

Excellence in the classroom  
Stepping into Leadership  
Resilience & Well-Being

### **CPLD APPROACH**

Reflective Journals  
Intersessional Task  
Enquiry Visits

## Facilitator, Content, Dates & Venues

Facilitators – Simon Gallacher & CSPTSA SLEs

1.00pm – 4.00pm

8<sup>th</sup> October @ St Matthew's  
10<sup>th</sup> December @ St Clare's  
25<sup>th</sup> March @ St Francis  
7<sup>th</sup> May @ St Anne's

Content:

Enquiry visits to SLE classrooms  
Subject Leadership



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## 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  
2 x Masterclass Sessions

### Music

3 x Leader Sessions

### Geography

3 x Sessions for classroom practitioners

### History

3 x Sessions for classroom practitioners

### PE

3 x Leader Sessions



# Art – facilitated by Tony Bullock, BMDC

- Leader Twilights 4pm – 6pm
  - Thursday 3<sup>rd</sup> October – St Francis Catholic Primary School
  - Thursday 30<sup>th</sup> January – St Francis Catholic Primary School
  - Thursday 30<sup>th</sup> April – St Francis Catholic Primary School
- Curriculum Art Days
  - 1 per CSPTSA school
- CSPTSA Exhibition (as part of the CSPTSA Pupil Awards)
  - Wednesday 8<sup>th</sup> July



# Music – facilitated by Carl White, BMDC

- Leader Twilights 4pm – 5.30pm
  - 9<sup>th</sup> October 2019 – St Francis Catholic Primary School
  - 22<sup>nd</sup> January 2020 – St William's Catholic Primary School
  - 22<sup>nd</sup> April 2020 – St Joseph's Keighley Catholic Primary School



# Geography – facilitated by Jessica Hill, Geographical Association

Practitioner Twilights 4pm – 5.30pm

- Wednesday 2<sup>nd</sup> October – St Francis Catholic Primary School
  - KS1 Classteachers
- Wednesday 23<sup>rd</sup> October – St Francis Catholic Primary School
  - Lower KS2 Classteachers
- Wednesday 13<sup>th</sup> November – St Francis Catholic Primary School
  - Upper KS2 Classteachers



# *History – details still under discussion, all dates provisional*

*Practitioner Twilights 4pm – 5.30pm*

- *Wednesday 29<sup>th</sup> January – St William's Catholic Primary School*
  - *KS1 Classteachers*
- *Wednesday 12<sup>th</sup> February – St William's Catholic Primary School*
  - *Lower KS2 Classteachers*
- *Wednesday 4<sup>th</sup> March – St William's Catholic Primary School*
  - *Upper KS2 Classteachers*



# PE Leaders – facilitated by Andrew Bode

North Yorkshire Sport PE Consultant & Director Kanga Sports



1.00pm – 4.00pm

Wednesday 25th September (all PE Leaders) – St Joseph's, Bradford

Peer 1 Leaders: 26<sup>th</sup> November 2019

Peer 2 Leaders: 27<sup>th</sup> November 2019

Peer 3 Leaders: 28<sup>th</sup> November 2019

Peer 1 Leaders: 17<sup>th</sup> March 2020

Peer 2 Leaders: 18<sup>th</sup> March 2020

Peer 3 Leaders: 19<sup>th</sup> March 2020

Peer 1 Leaders: 23<sup>rd</sup> June 2020

Peer 2 Leaders: 24<sup>th</sup> June 2020

Peer 3 Leaders: 25<sup>th</sup> June 2020



## 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

## Curriculum Areas (see subsequent pages)

### English

3 x Peer Leader Days  
5 x Leader Days / Bespoke Support

### Maths

2 x Leader Days

### RE

5 x Leader / Peer Leader Sessions

### Science

3 x Peer Leader Sessions 3 x Bespoke Support

### SENCO

6 x Peer Leader Sessions / SENCO Surgeries / Bespoke Support

### Implementation Guidance

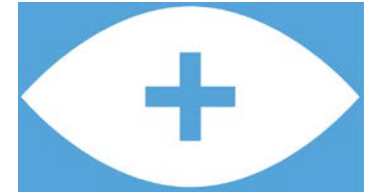
4 x Leader sessions



## English – facilitated by Laura Lodge

- Peer Leader Days (venues arranged by Peer groups)
  - Peer 1 Leaders: 1<sup>st</sup> October 2019, 13<sup>th</sup> January 2020, 15<sup>th</sup> June 2020
  - Peer 2 Leaders: 3<sup>rd</sup> October 2019, 14<sup>th</sup> January 2020, 17<sup>th</sup> June 2020
  - Peer 3 Leaders: 4<sup>th</sup> October 2019, 17<sup>th</sup> January 2020, 19<sup>th</sup> June 2020
- Leader Sessions / Bespoke Support (venues tbc)
  - 11<sup>th</sup> November 2019
  - 19<sup>th</sup> November 2019
  - 11<sup>th</sup> February 2020
  - 27<sup>th</sup> February 2020
  - 23<sup>rd</sup> April 2020





# Maths – facilitated by Gareth Metcalf, I See Maths

- Peer Leader Days 9.30am – 4.00pm
  - 11<sup>th</sup> December 2019 – St Francis Catholic Primary School
  - 24<sup>th</sup> March 2020 – St Anne's Catholic Primary School
- Most schools are working closely with White Rose Maths / West Yorkshire Maths and so our 'light touch' Maths approach reflects this



# RE – facilitated by Chris Devanny, Diocese of Leeds



- Leader Sessions (1.00pm – 4.00pm)
  - 18th October 2019 – St Francis Catholic Primary School
  - 6th December 2019 – St Anne's Catholic Primary School
  - 31st January 2020 – St William's Catholic Primary School
  - 3rd April 2020 – St Columba's Catholic Primary School
  - 19th June 2020 – St Clare's Catholic Primary School



# Science – facilitated by Claire Holt, Teaching from the Heart



- Peer Leader Session (1.00pm – 4.00pm)
  - Peer 1: 22<sup>nd</sup> October 2019, 4<sup>th</sup> February 2020, 9<sup>th</sup> June 2020
  - Peer 2 23<sup>rd</sup> October 2019, 5<sup>th</sup> February 2020, 10<sup>th</sup> June 2020
  - Peer 3 24<sup>th</sup> October 2019, 6<sup>th</sup> February 2020, 11<sup>th</sup> June 2020
- Bespoke Support Session (pm)
  - 5th November 2019
  - 26th February 2020
  - 19th June 2020





# SENCO – facilitated by Kathryn Parkinson

## PIVOT Educational Psychologist & Ofsted Inspector

- Leader Sessions & Bespoke Support by arrangement  
9.30am – 4.00pm
- 14th October 2019 – St Anne's Catholic Primary School
- 3rd December 2019 – St Walburga's Catholic Primary School
- 15th January 2020 – St Francis Catholic Primary School
- 5th March 2020 – St Matthew's Catholic Primary School
- 24th April 2020 – St Clare's Catholic Primary School
- 15th June 2020 – St Cuthbert's & The First Martyrs' Catholic Primary School



# Implementation Guidance – facilitated by Judith Kidd, Bradford Research School



## Implementation Guidance Training for 1 x Middle Leader & 1 Senior Leader per school

- 15th November 9.30am – 4.00pm – St Francis Catholic Primary School
- 23rd January 1.00pm – 4.00pm – St Francis Catholic Primary School
- 31st March 1.00pm – 4.00pm – St Francis Catholic Primary School
- 22nd June 1.00pm – 4.00pm – St Francis Catholic Primary School



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

## FULLY FUNDED THROUGH OPPORTUNITY AREA

### **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

### **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

All sessions 9.30am – 4.00pm  
unless stated

11th October 1.00 – 4.00 @ St Francis

8<sup>th</sup> November @ St Francis

20<sup>th</sup> January @ St Francis

21<sup>st</sup> April @ St Francis

26th June 1.00 – 4.00 @ St Francis



## 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](mailto:csptsadirector@outlook.com)



## Career Stage - NPQSL (in partnership with Carnegie Leaders in Learning) FULLY FUNDED THROUGH OPPORTUNITY AREA - Dates not yet finalised

### 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

Coaching

Case Studies

## Facilitator, Dates, Venue & Content

Facilitators – Paul Booth, Gavin Hamilton & Louise Walsh

Dates to be confirmed following Head of School Development

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)

### Contact Caroline Hyde for further information

#### **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



Broadening  
Leadership  
Excellence

Aspiring  
HT

## Headteacher Induction Year 1 (Formatio – North East Regional Hub - Diocese of Leeds) – Full details to follow

### Programme Structure – Day 1-7

**Day 1 – Leading a Catholic Community – 26<sup>th</sup> September - Diocesan Welcome & Mass**

**Day 2 – School Visit**

**Day 3 - Well-being Day**

**Day 4 - School Visit**

**Day 5 – Wider Dioceses School Visit**

**Day 6 - Annual Mass for Headteacher's (AM)/Evaluation with Mentor (PM)**

**Day 7 - Spiritual Retreat Opportunity**

### **Diocesan Teaching School Developmental Workshops**

Section 48/ Canonical Review  
Ofsted

Understanding Data/ASP

Diocesan Buildings/H&S

Strategic Planning/Budget

Leading a Mentally Healthy School

Self Evaluation

School Development Planning

(Research School –EEF

Implementation Guidance)

Governance

Marketing & PR

### Themes

Excellent Catholic Headteachers: Leading a Catholic Community - Qualities and Knowledge. Pupils and Staff. Systems and Processes. The self improving school system.



Broadening  
Leadership  
Excellence

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

Visit <https://www.leedsbeckett.ac.uk/carnegieleaders/> for further details

### 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

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



School Direct Primary & Secondary with  
Leeds Trinity University

Developing  
Teaching  
Excellence

ITT

NQT

CSPTSA

NQT+1

CSPTSA

RQT

CSPTSA

## Additional Information

Broadening  
Leadership  
Excellence

Placement  
Project  
Opportunity

CSPTSA

NPQML

Carnegie Leaders

Core  
CPLD

CSPTSA

Foundation  
CPLD

CSPTSA

Developing  
Leadership  
Excellence

CSPTSA

SLE

NPQSL

Carnegie Leaders

AHT &  
DHT

CSPTSA

NPQH

Carnegie Leaders

Aspiring  
HT

Diocese of Leeds

Headteacher  
Induction

CSPTSA / Formatio

NPQEL

Carnegie Leaders

## Additional CSPTSA Support

### **Leading a Mentally Healthy School**

This course is about LEADERSHIP of a mentally healthy school.

Module 1: Ethos, Culture and Strategic Leadership

Module 2: Policies and Procedures for Impact

#### **AIMS:**

To enable and empower senior leaders to put mental health at the heart of strategic school improvement.

To equip senior leaders with practical and sustainable approaches that can be implemented on return to school.

#### **Module 1**

4<sup>th</sup> February 2020 9.30am – 4.00pm – St Anne's Catholic Primary School

#### **Module 2**

3<sup>rd</sup> March 2020 1.00pm – 4.00pm – St Anne's Catholic Primary School

## 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 (visit <https://www.ticbradford.com/> for more details)**

In school consultancy

Online Safety Mark assessment

CSPTSA Computing Leaders Bring & Brag

Email and phone support

Premium Services Access to Curriculum Online and the other Premium Services



## 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 the CSPTSA Director

### **SLEs**

Laura Bowles (Behaviour & Computing), Gavin Hamilton (SEND), Victoria Mason (EYFS), Laura Fleming (English), Mark Hattersley (Maths), Caroline Ramsden (Assessment), Catherine Donnelly (English), Laura Watson (Assessment & Closing the Gap), Lauren Fitchie (Maths), Victoria Earley (English & Phonics), Rebecca Peers (PE & EYFS), Katie 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 (Maths & Assessment), Sarah Walsh (English), Jenny Trotter (RE), Katherine Barraclough (English & Science), Silvana Esposito (RE), Naomi Atkinson (Maths), Megan Horne (Maths), Emma Green (EYFS), Mary Hodgson (SEND), Ruth Los (SEND)

### **LLEs**

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

Katy Cox, Headteacher St Matthew's Catholic Primary School

Simon Gallacher, Director CSPTSA

### **NLEs**

John Devlin, Executive Headteacher Our Lady of Victories, St Anne's & St Joseph's (Keighley) Catholic Primary Schools Daniel Copley, Executive Headteacher St Francis & St Cuthbert and The First Martyrs' Catholic Primary Schools

## 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

[www.csptsa.co.uk](http://www.csptsa.co.uk)  
[@csptsa](https://twitter.com/csptsa)

07738127652

[csptsadirector@outlook.com](mailto:csptsadirector@outlook.com)

working in  
association with



**OneEducation**  
Putting children first

