

Ambition | Opportunity | Community



# CONTINUOUS PROFESSIONAL PROGRESSION AT HOLLY LODGE



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# What is the Continuous Professional Progression commitment?

Our aim with Continuous Professional Progression (CPP) at Holly Lodge is simple: for every member of our staff we strive to support high-quality professional progression with the aim that, when the right job comes around for that colleague, they are the best candidate for the job. To this end, we turn to research, best practice from leading schools around the globe, and our own expertise within our school to identify the knowledge, skills and mechanisms that will best prepare our staff for their career journey ahead.

This brochure has been produced to give you an overview of what Continuous Professional Progression means at Holly Lodge: the structures, offer, processes and habits that make up excellence in CPP, what this looks and feels like as someone who is involved and what you can do to take the next steps in furthering your professional progression.



# 3 Strands of Knowledge and Application

The knowledge required for excellence in our career path broadly fall into three categories:

Core knowledge and application: the foundations of teaching as a foundation for our area, for example classroom teaching and curriculum development

Leadership knowledge and application: the transferable aspects of leadership, for example building a team culture and creating and implementing development plans

Specialist knowledge and application: the unique things needed in this sphere of practice, for example planning and leading department CPD

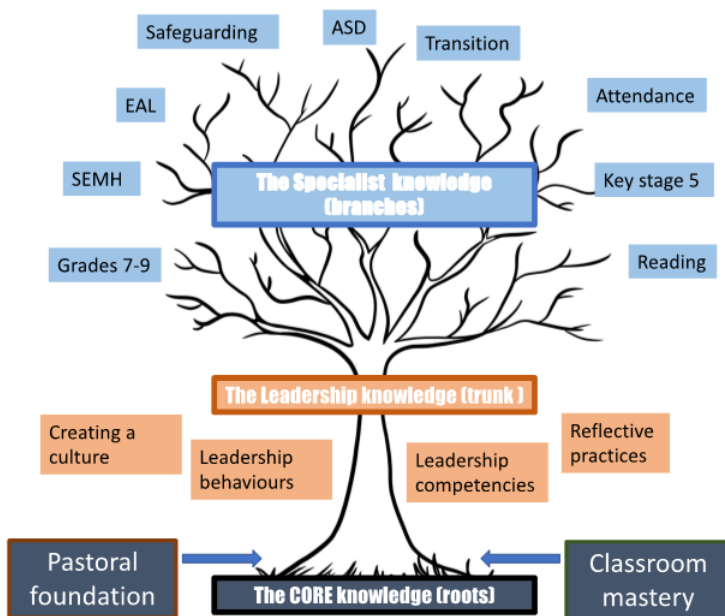


Diagram 1: Examples of the categories of knowledge at each tier



# 3 Layers of Expertise

Great professionals typically progress through three layers of expertise on their journey. At the foundation of a great career are the Teachers' Standards. As we learn and grow in our role we strive to develop excellence in those areas pinpointed by the Teachers' Standards, as well as learning new knowledge and skills in leadership and/or specialist strands. Building on excellence in the various knowledge and skills in our roles, the next layer of expertise is in leading expertise – not only practising excellence within our own professional spheres but also sharing this expertise more widely within and beyond the school setting – for example supporting, coaching and training others, and contributing at a high level to the discourse and resources in our field.



Diagram 2: The three phases of CPP at Holly Lodge



# A roadmap for driving your own CPP

Global careers research has led to the articulation of a cyclical approach to professional progression, reproduced below:

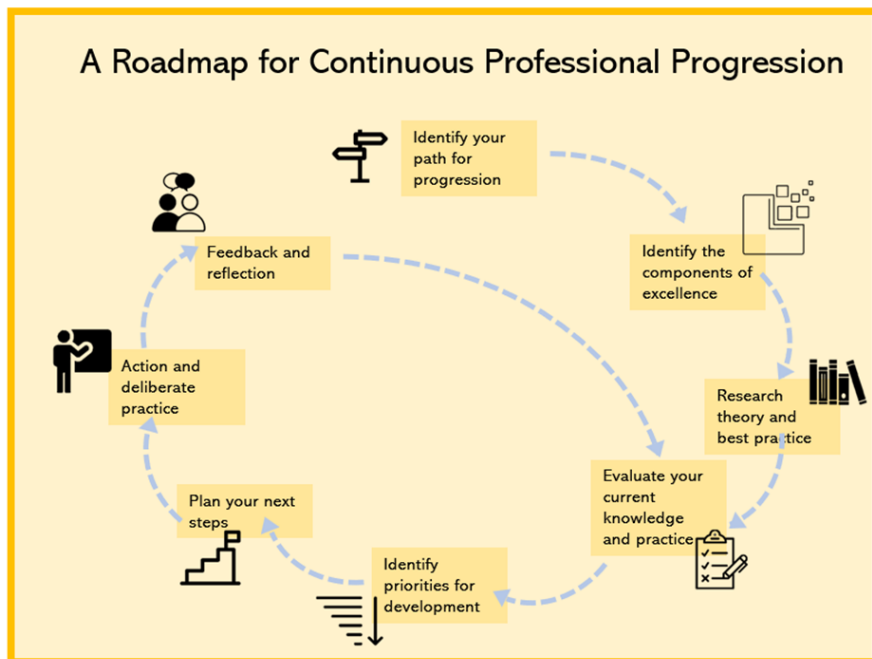


Diagram 3: A roadmap for continuous professional progression

This roadmap is valuable applied at both a large and a small scale, at any stage of our professional progression. The path we identify for progression at the start of the cycle may range from smaller scale areas such as tutor group events or explanations in class, to larger areas such as middle and senior leadership roles. At each stage, working with other colleagues and learning from research and professional discourse are invaluable.

**‘Across a variety of behaviours, reviews have demonstrated that setting goals substantially increases the likelihood of behaviour change. When conscious, specific, and sufficiently difficult goals are set, they make it more likely that performance will improve.’**

Sims et al. (2021), What are the characteristics of teacher professional development that increase pupil achievement? A systematic review and meta-analysis, EEF.



# Habits and Mindsets of Effective CPP

An examination of sector, industry and psychology research shows that certain habits and mindsets support highly effective continuous professional progression. These habits and mindsets are shown in the graphic below:

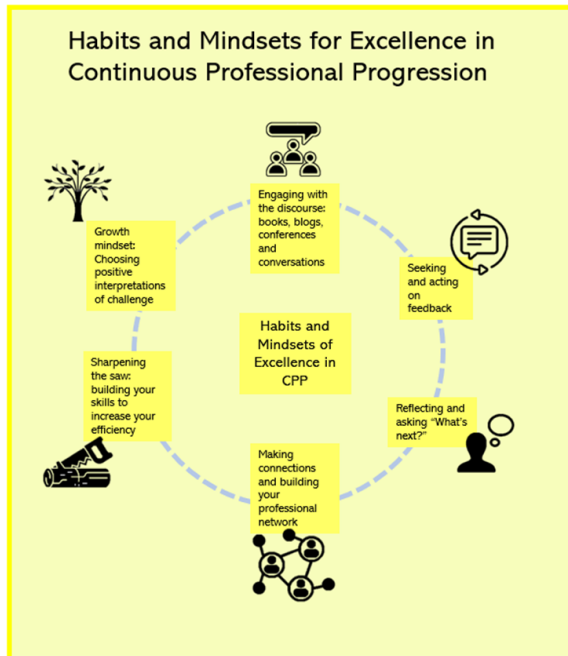


Diagram 4: Habits and mindsets for excellence in CPP

In developing and nurturing these habits and mindsets, our engagement with colleagues through coaching, mentoring and peer discussion is powerful in shaping our reflections and growth.

**“Self-regulation theory posits that this type of recording and self-monitoring can make effective habit formation more likely—it forces teachers to pay specific attention to their actions and the effects of these actions.”**

Sims et al. (2021), What are the characteristics of teacher professional development that increase pupil achievement? A systematic review and meta-analysis, EEF.



# Staff Profiles: Continuous Professional Progression

As teachers we know that concrete examples are powerful in illustrating abstract principles and ideas. Thus we share here three example profiles of colleagues undertaking exemplary continuous career progression at a range of stages and paths:

## Profile 1: Ms A



*"I am focusing my continuous professional progression on a pastoral route: I would like to become a head of year and then maybe a safeguarding or senior pastoral lead later on. I'm focusing on the core of pastoral work: working diligently with my tutor group to ensure very high standards and wellbeing for every student, and learning as much as I can about student wellbeing, psychology and tutor practice from reading and discussing with colleagues here and in other schools. I've asked colleagues including my Head of Year and our Assistant Head for Behaviour to visit my form sessions and also one-to-ones and give me feedback to support my development. Some of the key things I've gained from this is how to use my voice, language and body language to convey warm-strict to my tutees and also the details that help to build a sense of belonging within the group, like frequently talking about "us" as a group, and frequently pointing to and talking about our form celebrations board. I found it quite daunting at first to ask for and receive feedback in this way as I was anxious to make a good impression but I've sought to build a growth mindset and embrace feedback as a gift and as I have*

*felt myself grow as a result of feedback this has become a lot easier. I'm also working to develop my knowledge of pastoral leadership through reading and reflection; I've gained a lot from Reconnect and The Pastoral Leaders' Handbook. I've been putting myself forward to work alongside my Head of Year wherever possible, supporting with Parent and Carer Evening and sitting in on some conversations with students on report to see how the process works. I'm hoping to attend the Dixon's Pastoral Leadership Conference later this year and am looking forward to hearing some great speakers and hopefully making some valuable connections with colleagues in other schools following this path. I asked if I could attend the NSPCC safeguarding training which was arranged by the school for Heads of Year and was lucky enough to be able attend and further my knowledge in this way. The Professional Expertise Programme for Pastoral Leadership has been invaluable both in terms of the knowledge I have gained but also in making contacts both here and in other schools. I'm able to message colleagues from the programme*





to discuss ideas I have read about or things I have been working on and I have found this professional network extremely supportive.

Using the Self-Evaluation and Development Grid has been a powerful keystone of my own development. Early on I realised that there are a lot of components to highly effective core practice that I wanted to strengthen and build on in order to progress my career. This has led to me

seeking to develop my teaching practice and curriculum knowledge through work with my department and subject association, and asking for lots of lesson visits and feedback. While this isn't directly linked to the pastoral path I want to take, I feel I'm in a much stronger position for progression now due to my improved classroom practice – this is something I will continue to pursue throughout my career as I feel there is always more to learn.

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## Profile 2: Mr B



*"I'm passionate about my subject and would love to pursue a career path around head of department/ SLT for Quality of Education. I've had conversations with colleagues from SLT around the components that contribute to this sort of path and had some really valuable suggestions. I've enrolled on a Professional Expertise Programme for Quality of Education and have been able to borrow some amazing books such as Teach Like A Champion, 7 Myths About Education, Making Good Progress and Principles Of Instruction. I've also had some great blogs recommended to me including a treasure trove of articles about my subject which are just brilliant, and I have sought to develop the habit of browsing blogs weekly to keep up with the subject discourse. I attended subject-specific CPD with Chris Curtis provided by the school and took a lot from that into my day-to-day practice.*

*Beginning at the beginning, I am seeking to apply the ideas I am learning about through this reading and school and department CPD. I have arranged with colleagues for them to visit my lessons*

*and give me feedback and also for me to be able to visit other colleagues here and in a partner school so*

*I can see these ideas in application. This has been a really valuable experience for me as I was able to benchmark my own practice against some really strong practice and see the details that make application really effective that you sometimes can't get from reading. It's been really helpful to have feedback from colleagues as well so they can model excellence to me and have me walk-through certain explanations and routines to really automatise good practice before trying to use with my classes.*

*I feel I had strong behaviour management before actively pursuing this path but I have been looking to further develop this as part of my career journey. I was able to visit the Bedford Free School during half term as our term dates were different and it was great to see how polished their routines are and how high expectations can really go. I am now working on applying these expectations in my own practice both in lessons and when I am*



around the school and I have really noticed the difference.

One of the things I don't have a lot of experience of is the leadership element of how I want to progress, so as well as key readings like Leaders With Substance and

Crucial Conversations, I have attended several "Day In The Life" CPD sessions. I have asked for one-to-ones with colleagues from SLT so I can discuss what I have taken from these sessions and my reading and I find these really useful.

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### Profile 3: Ms C



"I've been a head of department now for five years and am looking to move into a senior role. I feel one of my strengths is in data and assessment so it makes sense to develop my expertise and leadership around these areas. I have been supporting a number of subject leaders and postholders in the school in developing their assessment design, analysis and response and I have found this highly developmental since although I had my thinking clear in my head, I found that at first I had to think carefully in order to articulate this to others and make sense of assessment theory in subjects outside my own. I feel much more fluent in this now and I feel this will be a valuable strength as I progress into more senior roles.

I took a lot from Clare Sealy's Keynote at the Curriculum Leaders' Conference last year and I messaged her afterwards to thank her and ask if she could recommend any further reading. We have stayed in touch and Clare has been immensely helpful over the past year. She encouraged me to apply to present at a researchED conference and I submitted a proposal on applying assessment theory in a department setting. My proposal was accepted and I am presenting next month! This is scary for me but it feels good to be

going out of my comfort zone and sharing my work with others who hopefully will find it useful.

Reflecting on the Teachers' Standards whilst using the Self Evaluation and Development Grid has been instructive. I realised that while I had previously done a great deal around standard 8 in contributing to the wider ethos of the school, this had taken a back seat in recent years as I focused on my department leadership. I reflected that now I am more comfortable in my role that I have capacity to become more involved in school culture events, and in doing this I am developing my skills in events management which I know will be a key area in senior roles: leading events such as parents' evenings will be a lot smoother for me having led on things like our community fundraisers.

Finally I have found the Professional Expertise Programme on Culture of Leadership invaluable, particularly around structuring accountability, challenging conversations and building a team culture. I have been able to apply these ideas in my own leadership and feel that I am now internalising them and really developing expertise.



# Self-Evaluation and Development

The CPP Self-Evaluation and Development Grid (see page 12) is an invaluable tool in the CPP journey. This grid can be used independently to identify and evaluate the components of our practice and progression, and to plan next steps for development. It's also a useful focus for discussion with a mentor, coach or other colleague sharing discussions around our CPP.

**“Across a variety of behaviours, reviews have demonstrated that setting goals substantially increases the likelihood of behaviour change. When conscious, specific, and sufficiently difficult goals are set, they make it more likely that performance will improve.’**

*Sims et al. (2021), What are the characteristics of teacher professional development that increase pupil achievement? A systematic review and meta-analysis, EEF.*



	This column describes a teacher who securely meets the standards	This column describes a teacher who securely meets, and often exceeds, the standards	This column describes a teacher who exceeds all of the standards and actively supports others within or between schools	Use this column to record the evidence for your judgement	Use this column to record your intended actions to develop to the next layer of expertise
TS 1: Set high expectations which inspire, motivate and challenge pupils	<p><b>At Teachers' Standard (secure)</b></p> <p>Establishes a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Set goals that stretch and challenge pupils of all backgrounds, dispositions, and abilities</p> <p>Demonstrate consistently the positive values, attitudes and behaviour which are expected from pupils</p>	<p><b>Excellence</b></p> <p>The classroom consistently demonstrates a very safe and stimulating environment with all pupils supported to demonstrate excellent respect</p> <p>Strive for there to be no achievement gaps and have high achievement as the norm for all students</p> <p>Role model behaviours and values articulating and explicitly teaching these as part of their practice</p>	<p><b>Leading expertise</b></p> <p>Support other staff to achieve this high standard of classroom environment and relationships</p> <p>Support other staff to create a culture of equitable high standards</p> <p>Support other staff to embody the positive values, attitudes and behaviours expected</p>	Evidence bank	Actions to be taken
TS 2: Promote good progress and outcomes by pupils	<p>Be accountable for pupils' attainment, progress, and outcomes</p> <p>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p>	<p>Have systems to effectively evaluate their own effectiveness and be proactive around solutions for any underachievement, delivered with a sense of urgency</p> <p>Having a detailed knowledge of curriculum expectations for prior knowledge and systematic, precise and effective mechanisms for assessing this prior knowledge and planning responsive teaching accordingly</p>	<p>Support other staff to systematically evaluate their effectiveness and address underachievement effectively and rapidly</p> <p>Support other staff in identifying, utilising and capitalising on prior learning.</p>		
	<p>Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p>	<p>Skilfully use a range of metacognitive approaches to support students in regular and purposeful reflection activities</p> <p>Utilise and apply appropriate findings from cognitive science, psychology and social science in the design of lessons, tasks and interactions, skilfully leading to better engagement, retention, learning culture and long term learning.</p>	<p>Support other staff to utilise metacognitive strategies to embed a culture of purposeful student reflection.</p> <p>Support others to design lessons which skilfully utilise theories of learning to improve engagement, retention, learning culture and long term learning.</p>		
TS 3: Demonstrate good subject and curriculum knowledge	<p>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p> <p>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, address misunderstandings</p>	<p>Use metacognition strategies skilfully to build a culture of peer support and purposeful self-direction.</p> <p>Know and actively target weaknesses in own knowledge to ensure that they can share this knowledge confidently.</p> <p>Cultivate content and techniques for sparking and maintaining student interest</p>	<p>Support others to build a culture where students are self-aware and can articulate their learning to support understanding.</p> <p>Support others to engage deeply in curriculum thinking in their subjects, identifying areas for further professional learning and identifying avenues for this including the subject discourse and specialist links. Supporting colleagues in teacher behaviours to spark and maintain student interest</p>		



# CPD Offer

As a school we aim to provide an ambitious portfolio of opportunities for CPD input for colleagues to support your professional progression. The table below illustrates some examples of events you can expect to find across the school:



	Half termly	Half termly	Half termly	Termly	Annually
<b>Strand</b>	<b>PEP programme (as part of Sandwell Schools Partnership)</b>	<b>Optional Twilights</b>	<b>A day in the life of...</b>	<b>Keynote from expert</b>	<b>Setting visit*</b>
Sessions/ events	Sessions offered include: <ul style="list-style-type: none"> <li>- Coaching, Reflection and Teacher development</li> <li>- A Culture of Leadership</li> <li>- Powerful Principles of Quality of Education</li> <li>- Structuring Successful Leadership</li> <li>- Powerful Principles of Pastoral Leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Bringing teams together</li> <li>- Being research informed</li> <li>- Networking</li> <li>- Being part of school life</li> <li>- Professional best when working with parents</li> </ul>	<ul style="list-style-type: none"> <li>- Head of Year</li> <li>- Leader of learning</li> <li>- Assistant Headteacher</li> <li>- Deputy headteacher</li> <li>- Headteacher</li> <li>- Etc.</li> </ul>	Tbc but including: <ul style="list-style-type: none"> <li>- Educational writers</li> <li>- Research school partners</li> <li>- Senior staff from other schools</li> </ul>	1 day/ 2 x half days to another setting

- *NB: to be eligible for the setting visit opportunity, staff must have actively attended 3 of the optional activities to demonstrate their commitment to CPP.*



# Next Steps in Driving Your Continuous Professional Progression

If your ambition is ignited by what you read here, the below are the steps you can take straight away to advance your career progression at Holly Lodge:

1. Read the Professional Expertise Programme and consider which programme might best match your ambitions
2. Book a one-to-one CPP Journey meeting by emailing IIQ and RAS
3. Watch out for CPP Updates Newsletter

