



People - Improvement guides Continuing professional development

A school is good to the extent that...

Staff are aware of the aims and priorities for professional development. They have access to effective programmes of professional development designed to raise whole-school expectations and the attainment and achievements of all learners as identified within the school improvement plan.

Staff evaluate the quality of professional development activities. They are aware of the good practice which exists within the school. Staff performance is evaluated. They are given feedback and opportunities for continuing professional development to improve their knowledge of, and practice in, providing the highest quality learning experiences.

Individual staff have opportunities to play to their strengths and develop their expertise. Roles and responsibilities of all staff reflect the school improvement priorities.

A school is excellent to the extent that...

Staff work as professional teams and are ambitious to do well. There is an ethos of openness, with all learning together. Staff and their managers are always seeking opportunities to improve their knowledge and skills and prepare for positions of responsibility. Self-evaluation is geared to improvement towards excellence.

Staff learning and professional development is collaborative and collegiate. It is led by valued and respected practitioners. All staff engage in continuous learning. They are committed to raising the bar and closing the gap. Teachers make arrangements for structured observation and feedback by colleagues. Teachers participate in local and national quality assurance and moderation activities to develop a shared understanding of standards and expectations and to apply these consistently. Debate on learning and how it takes place is promoted through planned and sustained professional development and through discussion with peers, school leaders, groups of learners, the wider community and parents.

Staff share knowledge and expertise across sectors, through teacher learning communities and/or establishments with learners of similar needs and backgrounds.



Continuing professional development

Staff are fully engaged in identifying the aims and priorities for their own professional development.

All staff are proactive in furthering their own learning and sharing their learning widely with colleagues as appropriate. They evaluate the impact of professional development on learners' experiences and performance. Staff recognise and continually keep up-to-date on what constitutes excellent practice.