



The Island Learning Trust

Continuing Professional Development Leadership Development Pathways 2021-25

‘Education doesn’t need to be reformed – it needs to be transformed. The key to this transformation is not to standardise education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.’

Ken Robinson

Vision Statement for The Island Learning Trust 2021-2025

Vision	‘To be the best we can be’ Every child, irrespective of ability, background or starting point fulfils their potential: to become the best learner, the best friend, the best citizen of the local and global community. The Island Learning Trust has total commitment to improving the life chances, aspirations of pupils: we hold the highest expectations, maintain a relentless focus on pupil progress and attainment so that no child is left behind. We put the needs of our children at the forefront of every decision. We are unwavering about the main things: quality, care, standards and integrity. We expect staff to maintain the highest professional standards and to be motivated to embark on their own learning journey ‘to be the very best we can be’ to ensure our children experience the very best education, challenging perceptions of what can be achieved, preparing them for the future and improving life chances for all.					
Values	Resilience, Optimism, Ambition and Responsibility. The Island Learning Trust Schools ROAR! We are a ‘growth mindset’ Trust: we embody the belief that ‘everyone can!’					
Stakeholders	Pupils			Parents		
	An education that challenges and creates excellent life opportunities through a broad and varied curriculum.	To learn from, and be inspired by, a team of teachers who set the highest expectations.	To learn in safe environments that allow them to flourish, thrive and grow into responsible citizens	A responsive, evolving trust that delivers an outstanding education and is held to account by Governors and Trustees.	To work with staff who inspire, nurture and support their child to achieve high quality outcomes.	A relationship where parents and teachers work together for the best outcomes
Enablers	Valuing and Developing our Staff			Sustainability		
	 To attract and retain high quality staff.  To support staff to achieve their best.  To create opportunities for professional growth/development.	 To promote equality of opportunity and diversity.  To develop leadership/management skills at all levels including succession planning.		 Efficient strategies for financial planning.  To ensure value for money.  Aligned to Academy vision.	 To ensure effective strategies of financial control.  Proactive risk management is built into the culture of the school to ensure compliance.	
	Provision of Outstanding Learning Environments that:					
	are equipped with 21st Century technological advances.		are stimulating, engaging, safe and secure		enhance a first class learning experience	

Red text: why we need to invest in our leaders

Why developing great teachers, leaders and system leaders is key

The strongest school-level factors which influence pupil outcomes are our teachers and our leaders.



Teachers	Headteachers	System Leaders
 The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers' (Machin & Murphy, 2011)	 Research by Branch et al. (2015) indicates that effective principals raise the achievement of a typical pupil by between two and seven months of learning in a single school year; ineffective principals lower achievement by the same amount (Branch et al., 2015)	 System leaders have a unique ability to support those schools that need their help most by developing their leaders to implement changes faithfully and driving improvement in the sector at scale. We know that disadvantaged pupils who achieve stronger outcomes live richer, happier and healthier lives (Lochner, 2011) and so improving the quality of system leadership is a social justice issue.



Helping teachers and leaders improve is hard:

What?	How do we know?	So what?
Theory & experience are rarely brought together	'There are numerous incommensurable or irreconcilable leadership theories' (White, 2011) with much of the literature falling in to one of two camps: those from academics who have developed a specific theory and those from leadership books.	Bring the theory and literature together with lived experience
Knowledge is gained but old habits die hard	Behavioural change is hard (Duhigg, 2013) and 'beliefs rooted in ideology or cultural values are 'sticky', resist disconfirmation and persist in affecting judgements and choice regardless of whether they are true' (Pfeffer & Sutton, 2006)	Knowing is only part of the journey, it must be applied
Context matters	In the words of Bananarama "it ain't what you do, it's the way that you do it" (Higgins, 2012). Leadership is not plug and play: context matters.	See what works but critically determine what would work in your context: class, school or Trust



Enabling our teachers & leaders 'to be the best we can be'

TILT is committed to the achievement of excellence and so **MUST** invest intelligently in the support and development of our teachers, from our newly qualified teachers to the CEO. There is no substitute for high quality CPD and professional discourse focused firmly on effective teaching and learning. Commissioned by Wellcome, [a study by Ambition Institute and the Education Policy Institute](#) found that 35 hours of high-quality continuing professional development a year could improve pupil outcomes almost as effectively as having a teacher with 10 years' experience in the classroom. The study also found that quality CPD improves teacher retention.

CPD is not always about an external course or conference, it is about intelligent, regular, focused reflection on research, own practice and that of others, supported planning (instructional coaching) in order to improve own practice and ultimately outcomes for children. Within school all monitoring is developmental and helps to identify areas of strengths and areas for refinement. All staff meetings are a forum for the 'best practice blueprint' to be identified, clarified, reinforced and developed.

Across the Trust individual schools will also offer whole school training and CPD designed around whole school issues, they will also provide developmental feedback and incremental coaching. To supplement this there are a range of Trust sessions also available:

-  **Every Lesson Counts Consistently Good:** 6 sessions for early career teachers: Assessment for Learning, feedback for learning
-  **Every Lesson Counts Good to Outstanding:** 3 sessions for established teachers
-  **Emerging Leadership:** Leading a Subject 6 sessions
-  **Developing Leadership:** How to lead a team

TILT will also offer access to a range of programmes delivered by the Ambition Institute.

Why Ambition Institute?



Ambition Institute is a national education charity. They help schools tackling educational disadvantage to keep getting better, and help their teachers and school leaders to become more expert over time.

They support schools to ensure every child gets a great education and the best possible start in life.

- They train teachers and leaders to get better at the things that make the biggest difference: what you teach, how you teach it, and how you create the conditions for schools to thrive.
- They share what works. Everyone can benefit from evidence of how great teaching and leadership can improve schools and change lives, so they connect people to the latest research and the best practice out there in the system.
- We champion every teacher and school leader's potential to develop, as the driving force for sustainable school improvement

Their evidence-based CPD programmes support educators at every stage – from early career teachers through to CEOs leading multiple schools, and all the crucial teaching and leadership roles in between.

The research tells us that:

- Professional development for teachers is proven to support their retention in the sector (Zuccollo & Fletcher-Wood, 2020). This is particularly significant for new teachers. Support significantly increases retention over the first five years of teachers' careers (Ronfeldt & McQueen, 2017). Throughout a teacher's career, increased levels of professional development are associated with a reduced desire for teachers to move schools (Sims, 2017).
- Improving the performance of serving teachers is three times more effective in raising standards than the combined effect of all the attempts to improve teaching through replacement (Sutton Trust, 2011).
- High-quality CPD for teachers has a significant effect on pupils' learning outcomes. (Zuccollo & Fletcher-Wood, 2020).
- Most teachers stop improving after the first five to ten years of their career, but effective professional development can prevent this plateau and enable teachers to continue improving at the same rate (Kraft & Papay, 2014).

Programmes on Offer by Ambition Institute

PROGRAMME	WHO	LENGTH	COST
Trust Leaders	CEO of 5 + schools	12 months	£9, 950
National Professional Qualification in Executive Leadership (NPQEL)	HTs with more than one school	18 months	£4, 090
Additional Support Offer for new headteachers	HTs in the first 2 years of headship	12 months	Funded
National Professional Qualification in Headship (NPQH)	SL aspiring to headship within 2 years	18 months	£1, 980
National Professional Qualification in Leading Teaching (NPQLT)	Have, or are aspiring to have, responsibilities for leading the development of other teachers	12 months	£900
National Professional Qualification in Leading Behaviour and Culture (NPQLBC)	Have, or are aspiring to have, responsibilities for leading the development of other teachers	12 months	£900
National Professional Qualification in Senior Leadership (NPQSL)	Have, or are aspiring to have, responsibilities for leading the development of other teachers	18 months	£1, 140
Instructional Coaching	Teachers who want to use instructional coaching to support the quality of teaching and learning.	3 months	£1, 000
Early Career Teachers	Teachers in the first 2 years of teaching	24 months	Funded



TILT will use the NPQs as a cornerstone of our professional development offer.

What are the NPQs?

National professional qualifications (NPQs) are a national, voluntary suite of qualifications designed to support the professional development of teachers and school leaders. They equip teachers with the expertise to lead sustainable improvement across their schools.

How have NPQs changed?

1. There are three new NPQs which are specialist qualifications:

-  NPQ in Leading Teaching (NPQLT).
-  NPQ in Leading Behaviour and Culture (NPQLBC).
-  NPQ in Leading Teacher Development (NPQLTD).

These will provide CPD for teachers who want to make their classroom teaching the best it can be, whether or not they move into school leadership.

2. The national professional qualification for middle leaders (NPQML) has been discontinued.

3. The content in the remaining NPQs (NPQSL, NPQH and NPQEL) has been adapted based on an evidence base approved by the [Education Endowment Foundation](#) (EEF).

‘Schools can have confidence that all their educators are developing their practice from the same evidence based framework’



Five ways the NPQs will make professional development work better for our Trust and schools:

1. They provide a 'golden thread' throughout every stage of a teacher's career

Schools and trusts can have confidence that all their educators, from classroom teachers to leaders of multiple schools, are building and developing their practice from the same evidence-based framework.

2. You have more options to keep getting better

Evidence tells us that high-quality professional development for teachers has a significant effect on pupils' learning outcomes, and provides the most cost-effective impact on attainment when compared with other interventions schools may consider.

Teachers can specialise in leading teaching (bringing evidence-based teaching and learning into the classroom), behaviour management or teacher development in their school.

3 . NPQs focus squarely on what educators need to know and be able to do

Teachers and school leaders make decisions in complex and challenging circumstances. Yet leadership CPD has often focussed on personal traits, such as the qualities of dynamic and charismatic leadership, rather than the crucial skills and sector knowledge teachers need to educate and lead in their schools. The new NPQs pay more attention to the knowledge and skills that teachers and school leaders need to work to the best of their ability and tackle the [persistent problems of their daily roles](#).

4 . The qualifications are informed by robust evidence

The new frameworks have been developed by looking at all the available evidence that exists on effective professional development for teachers and leaders. Evidence-based training allows quality teaching to be demystified and adopted by more teachers, informed by the science of learning.

5 . High-quality professional development can help boost attainment

Commissioned by Wellcome, [a study by Ambition Institute and the Education Policy Institute](#) found that 35 hours of high-quality continuing professional development a year could improve pupil outcomes almost as effectively as having a teacher with 10 years' experience in the classroom. The study also found that quality CPD improves teacher retention. The new NPQs are designed to make it even easier for teachers and leaders to realise their potential.

Costed CPD Plan

PROGRAMME	Cost	WHO	Y1 21/22	Y2 22/23	Y3 23/24	NOTES
Trust Leaders	£9 950	DW	£9 950			One off investment (03.22 start)
NPQEL	£4 090	RD		£4 090		One off investment (09.22 start)
AS Offer for new HTs	Funded	HOS				From 22/23 need to review
NPQH	£1 980	TP	£1 980		£1 980	One SL each year ongoing
NPQLT	£900	X3	£1 800	£900	£1 800	One SL per school
NPQLBC	£900	X3	£1 800	£900	£1 800	One SL per school
NPQSL	£1 140	X3		£2280	£1140	One SL per school each year starting 23/24
Curriculum for SL	£3 500	X		£3 500	£3 500	One SL per school each year starting 22/23
Instructional Coaching	£1 000	X7		£3 000	£3 000	Year leader training 3 a year
Early Career Teachers	Funded	ECTs				Funded and ongoing
SENCO Qualification	£2 200	SENCOs		£2 200	£2 200	2 new SENCOs
COSTS			£15 530	£16 870	£15 420	
An annual budget of 20K will provide quality leadership development and an annual Trust conference						

