



Central Region
Schools Trust

Founded by the RSA



CENTRAL PROFESSIONAL LEARNING, RESEARCH AND DEVELOPMENT



Central Professional
Learning, Research
& Development

CPLR&D

AN OVERVIEW

“PEOPLE MATTER; AT THE CENTRAL REGION SCHOOLS TRUST, WE BELIEVE THAT EFFECTIVE PROFESSIONAL LEARNING, RESEARCH & DEVELOPMENT MUST BE AT THE HEART OF OUR SCHOOL COMMUNITIES. COLLABORATION ACROSS OUR TRUST TO IMPROVE LEARNING EXPERIENCES AND EDUCATIONAL OUTCOMES FOR ALL PUPILS IN OUR CARE IS KEY TO OUR MISSION OF SOCIAL JUSTICE.”

We fundamentally believe in establishing and implementing a clear infrastructure which supports expert teacher development through all stages and phases of career.

Our staff development programmes recognise the profound impact which teaching, and the wider educational sphere has on the lives of the young people in our care. From our initial teacher training (ITT) provision, which seeks to recruit and train the very best in new entrants to the profession, through to our leadership provision and extensive support programmes for excellence in teaching, the CPLR&D function of the Trust provides support for schools across the West Midlands, to transform outcomes for young

people and bring about positive social justice through exceptional schools.

Our mission is to ensure that our trainees progress through the wide range of programmes available to them, themselves, become experts who, in turn, support trainees to develop into the next generation of great practitioners and leaders, thus fulfilling the cycle of learning and guaranteeing a legacy both within our schools and to the benefit of those young people in our classrooms.

The Trust has established itself as a champion for staff development throughout all the work which it undertakes, from its roots with educational initiatives underpinned by the Royal Society of the Arts (RSA) to its innovative and considered programmes as its own academy sponsor. The Trust promotes effective and socially focused partnerships with Teaching School Hubs to provide Early Career Stage Fellows and is an integral part of the NPQ provision across the region, delivering and facilitating across a suite of leadership courses. As a trust, we continue to work with maths & science enhancement provision in developing mastery in STEM subjects across schools in the West Midlands, and beyond. Our commitment to cultivating leaders and collaboration is at the heart of the CPLR&D model, with colleagues dedicated to ensuring the highest quality of training for schools in the trust, through the teaching school hubs, through subject hubs and for partner schools and academies throughout

a wide-reaching geographical network. Our subject-based co-design conferences support collaboration across all schools within the trust throughout each academic year. Our co-design leads continually demonstrate their professional commitment to our model of curricula collaboration and the quality of CPD facilitated at all these

sessions is of the highest calibre. This consistency across the Trust, ensures that colleagues and practitioners continue to have access to the best possible opportunities which then lead to positive outcomes for pupils.

SUPPORTING SOCIAL JUSTICE THROUGH EXCEPTIONAL SCHOOLS



MAPPING COLLEAGUE DEVELOPMENT



Through a collaboration of schools, across the West Midlands, our Trust has, from inception, evolved into a respected provider of staff development with the capacity to develop practitioners within our Trust and beyond.

The structure of the Trust has ensured multi-tiered levels of support across its

school direct programmes, its innovative RQT & teacher development initiatives and throughout its comprehensive continuing professional development provision. As a result, we continue to successfully embed future leaders into schools across the trust and empowered individuals to support their own and others' progress.

CPLR&D PROCESS FOR DEVELOPMENT WITHIN THE TRUST

DIAGNOSE

Discussion with Line Manager in line with career stage aspirations and supporting both colleague, and school/trust priorities.

IDENTIFY

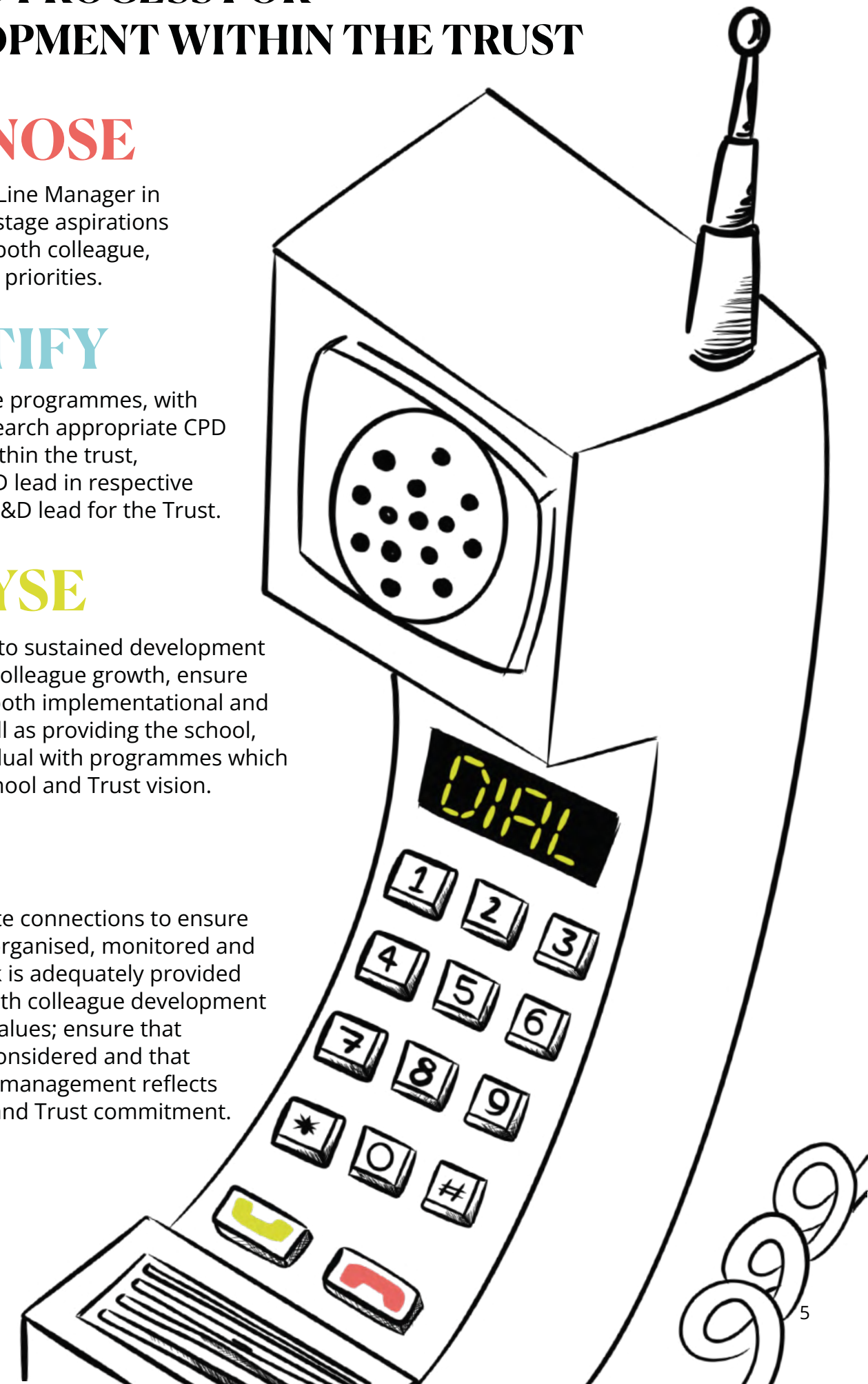
Map appropriate programmes, with colleague to research appropriate CPD opportunities within the trust, approaching CPD lead in respective school and CPLR&D lead for the Trust.

ANALYSE

Match the need to sustained development and to support colleague growth, ensure that the CPD is both implementational and impactful, as well as providing the school, Trust and individual with programmes which contribute to school and Trust vision.

LINK

Make appropriate connections to ensure that the CPD is organised, monitored and support network is adequately provided for and in line with colleague development and own/Trust values; ensure that timescales are considered and that all performance management reflects both individual and Trust commitment.



EARLY 01

CAREER STAGE



INITIAL TEACHER TRAINING, TEACH CENTRAL

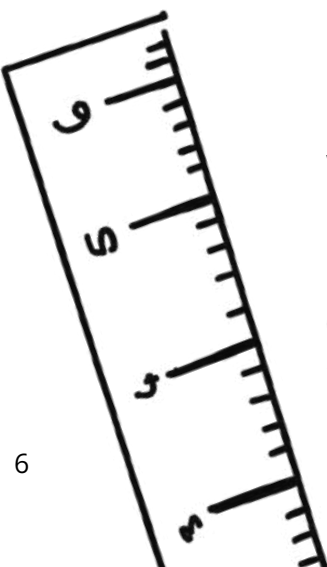
Teach Central, formerly 'The RSA Teaching School Alliance', part of the Trust, is led by Good and Outstanding schools across the West Midlands and the wider central region. Training with Teach Central brings endless opportunities and unique benefits to associate teachers. Our School Direct programmes allow schools the opportunity to further enhance our teacher training provision; we have developed new, exciting, and innovative programmes with highly regarded local Higher Education Institutes, such as, Birmingham City University, the University of Worcester, University of Birmingham, and Coventry University.



EARLY CAREER TEACHERS (yr 1-2)

We work with Haybridge Teaching School Hub and are proud to support our early career teachers through this crucial and integral part of their development and at the beginning of their teaching career. In addition to the Full Induction programme, through StepLab and Ambition Institute, we offer multi-tiered levels of support to our ECTs and to our mentors. In the Trust, we offer an annual ECT conference (November); this CPD activity is an opportunity for ECTs to share

collective planning, network and to meet expert practitioners from across the Trust. Through our ECT places projects, we develop strong curriculum integrity in our learning spaces/classrooms with the initiative designed whereby ECTs take a snapshot of current classroom environment, and then think deeply about how it is best organised and looks for highest impact for the young people it is designed for them to learn in.



RECENTLY QUALIFIED TEACHERS (yr 3)

The Trust's RQT Programme uses a model of action research and applies and securely embeds academic research within the practices and pedagogies of classroom teachers. It empowers teachers to become more professionally engaged in wider research to improve practice in the classroom. During the programme, teachers choose an area of research that is of professional interest to them, read

widely around this area to select a small number of texts to focus upon, establish a methodology to evaluate the efficacy of the research, review their experiences against the literature in a presentation, and then celebrate their research with other RQTs, as well as their own senior leadership team, to establish a legacy for findings.



02 TEACHER DEVELOPMENT

EXPERT PRACTITIONER PROGRAMME

The Expert Practitioner Programme has been designed to develop the very best in high quality teaching and in supporting practitioners to become expert coaches and subject specialists in classroom learning walks, and in feedback. The principles of the course focus on school culture, the science of learning, expert instruction, responsive teaching, the principles of curriculum planning, and subject expertise. The programme is underpinned by the ICALT (International Comparative Analysis of Learning & Teaching) developed by the University of Groningen.

ASPIRATIONS PROGRAMME

The Aspirations Programme is designed to recruit teachers into a range of career stage programmes (Lead Practitioner, Senior Leader, Principal) who are aligned with our mission to support social justice through exceptional schools, our values, and Our Distinctive Culture. This pathway is of particular interest for those who have a passion for working in areas of high deprivation and be keen to improve the life chances of all the pupils/students within our Trust.



SCHOOL

03

IMPROVEMENT

CO-DESIGN & STRATEGIC NETWORKS

Co- Design is about the power of collaboration; creating space for subject expert talk and opportunities to share. Our teams are led by Lead Practitioners who design curriculum, and these subject teams collaborate, co-plan, share, and moderate within both phases of education. In addition, we commit to a summer conference season where all areas of curriculum and strategy across the Trust have a focused day together to plan for the following academic year. One of the core purposes of our co-design teams is not only to co-plan, but to support subject leadership, so people do not work

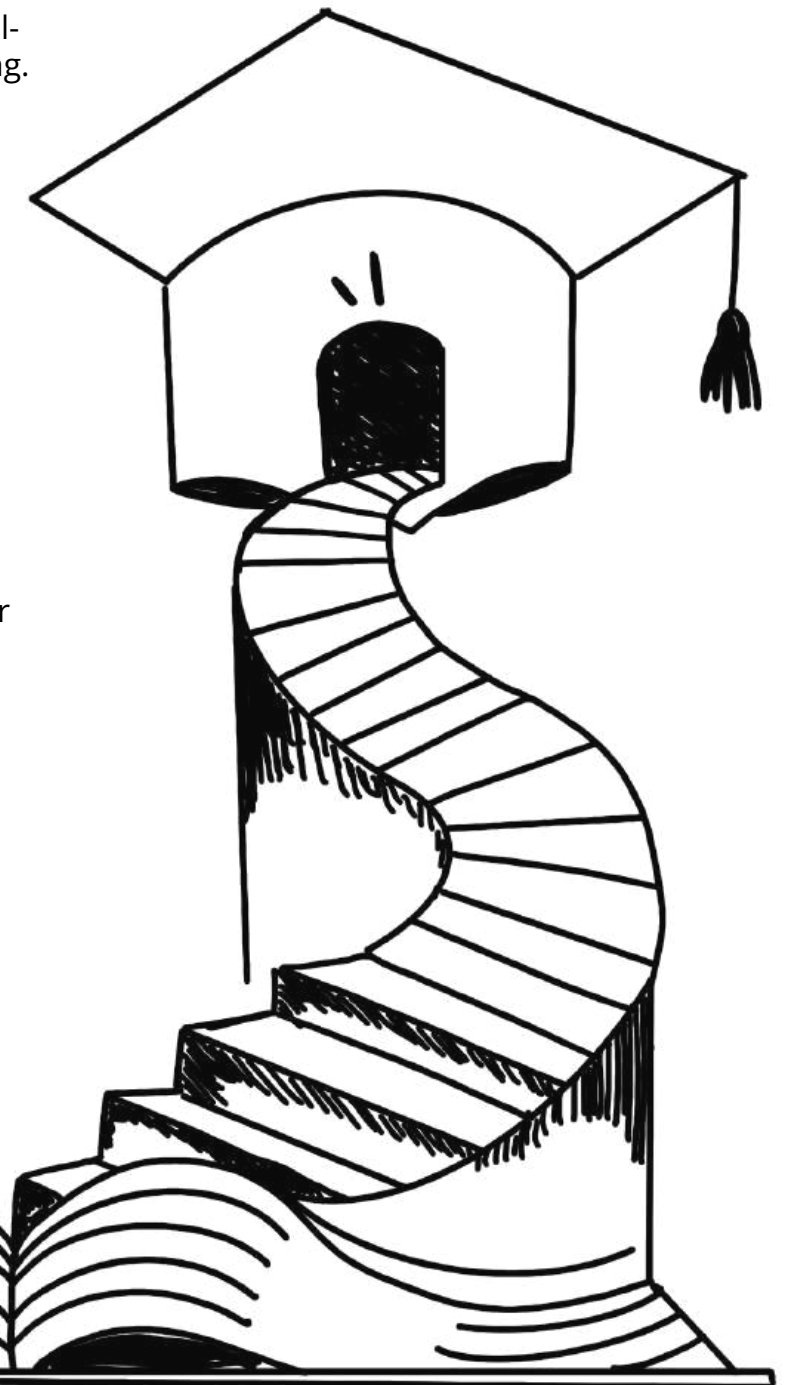
in isolation. SEND, Mental Health, PSHE, Safeguarding, Reading, CPD, Digital Learning, and Disadvantaged/Vulnerable groups are cross phase to develop expertise and knowledge across stages and phases. We regularly welcome in speakers from the NHS, AQA, BCU, The Food Teachers' Centre, STEM, the National Governance Association, the National Association for RE, the National Centre Computing Excellence, ESRI – Geographic Information Systems, and the British & Irish Modern Music Institute.

SPECIALIST LEADERS OF EDUCATION

SLEs are outstanding middle & senior leaders who have the skills to support individuals or teams in similar positions in other schools. They understand what outstanding leadership practice in their area of expertise looks like and are skilled in helping other leaders to achieve it in their own context. The SLE role was created to help raise standards and improve the quality of school leadership through school-to-school support and peer-to-peer learning. This designation recognises the important role that senior and middle leaders play in improving schools and outcomes for children.

CURRICULUM & SUBJECT HUBS

As a strand of the DfE's 'Golden Thread', through our relationship with Haybridge Teaching School Hub, we ensure our colleagues have access to the full CPD offer from the Curriculum Hubs (Maths, English, Computing, Science and Behaviour) which provide high quality training, advice, and consultancy to our schools. Further, we are an established partner, and provider of subject hubs throughout the region, most recently in secondary English and in primary science.



LEADERSHIP⁰⁴

SUBJECT LEADERSHIP

Our subject leadership development programme has been put together in collaboration with senior leaders from across our trust, as well as a renowned leadership consultant, and a regional research school, all of whom have worked with a range of schools, academies, and multi-national agencies. The course is designed to provide an effective balance of theoretic and practical subject leadership development. Participants will develop skills as a subject leader; this is a pragmatic programme to support understanding of the key challenges and responsibilities for subject leaders within schools.

PASTORAL LEADERSHIP

Every teacher is devoted to the personal, social development, education, and care of all pupils across the school. Effective pastoral care must be underpinned by effective training to make an impact on human and social capital. As a Trust, we align pastoral care to our culture as an organisation; our pastoral leadership programme has been designed to support this ideology and to reinforce the key principles of an effective holistic provision, and the role of a pastoral lead in the coordination of this.

CO-DESIGN & STRATEGIC LEADERSHIP

As a Trust, we offer opportunities for subject and curriculum leadership across our curriculum/strategic networks which includes the opportunity to contribute to strategic meetings; design agendas for subject curriculum meetings; link with professional associations to establish opportunities for resource sharing and CPD delivery; facilitate co-design meetings for subject areas; complete standardised moderation and action any audit/evaluations required for Trust around curriculum; host the summer subject conference at the Assay and liaise with CPLR&D lead to secure CPD and facilitator input for maximum impact on pupil outcomes.

SENIOR LEADERSHIP

There are a range of pathways available within our Trust, and through partners, to develop practitioners as senior leaders within our organisation. These include:

1. NPQs (Senior/Headship)
2. Aspiring SLT programme
3. Early Headship Coaching Offer
4. Aspiring/New to role Principal Programme

Our approach empowers colleagues to develop as leaders within the trust and to have access to a range of development opportunities and to ensure that, through coordinated planning, our internal and external facilitation model enables leaders access to deliver and receive stage appropriate CPD.



05 AFFILIATED PARTNERSHIPS

TEACHING SCHOOL HUBS, UNIVERSITIES & CONSULTANTS

We pride ourselves on our key relationships with partner hubs, alliances, and networks across our schools and across a wide-reaching geographical landscape. Key Partners include the University of Worcester, Birmingham Newman University, Birmingham City University, the University of Birmingham, Coventry University, Haybridge Teaching School Hub,

STEM, The Ogden Trust, Arthur Terry Teaching School Hub, Billesley Research School, and consultant partners, including, John Tomsett, Lorraine Petersen, Martin Lakeman, Amy Staniforth, Professor Carl Chinn, Marc Rowland, Alistair Smith, Wayne Harris, Rachel Higginson, and Karl Rogerson.

NATIONAL PROFESSIONAL QUALIFICATIONS (NPQS)

Working in partnership with the Ambition Institute & Haybridge Teaching School Hub, we offer the full suite of NPQs. These qualifications are a national, voluntary suite of qualifications designed to support the professional development of teachers and school leaders. They are trusted, transferable qualifications that equip teachers with the expertise to lead

sustainable improvement across their schools. NPQs currently available include Leading Teaching, Leading Behaviour and Culture, Leading Teaching Development, Leading Literacy, Leading Primary Mathematics, Senior Leadership, Early Years Leadership, Headship, & the NPQ in SEND (October 2024). We offer the opportunity for colleagues to be a facilitator across the full suite of NPQs.

DFE FUNDED TRAINING/ APPRENTICESHIP LEVY

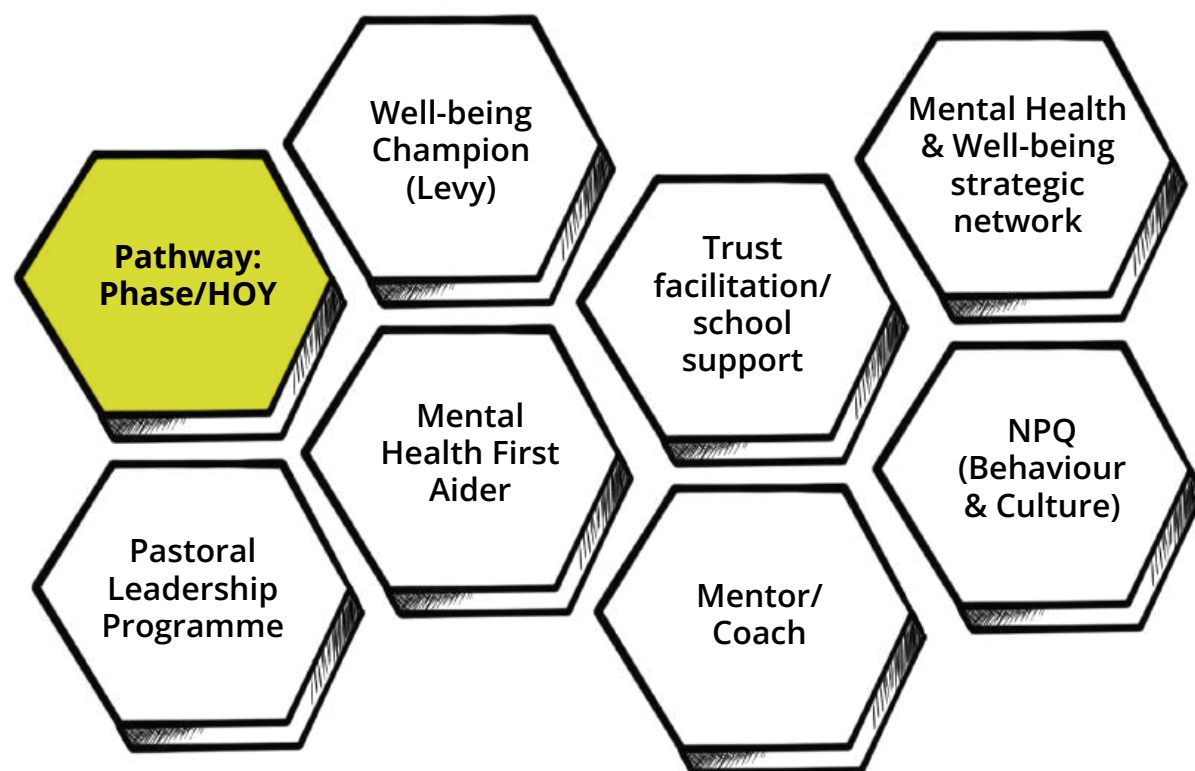
We share the best evidence-based practice, offering accredited training and programmes, through and with our partners, which are funded by the Department for Education including courses on oracy, reading and mental health networks. Within our teaching & learning provision, we work in partnership with a variety of levy providers to match apprenticeship levy-funded courses with professional qualifications. These include professional masters in educational leadership, content for teaching assistants, and well-being champions.



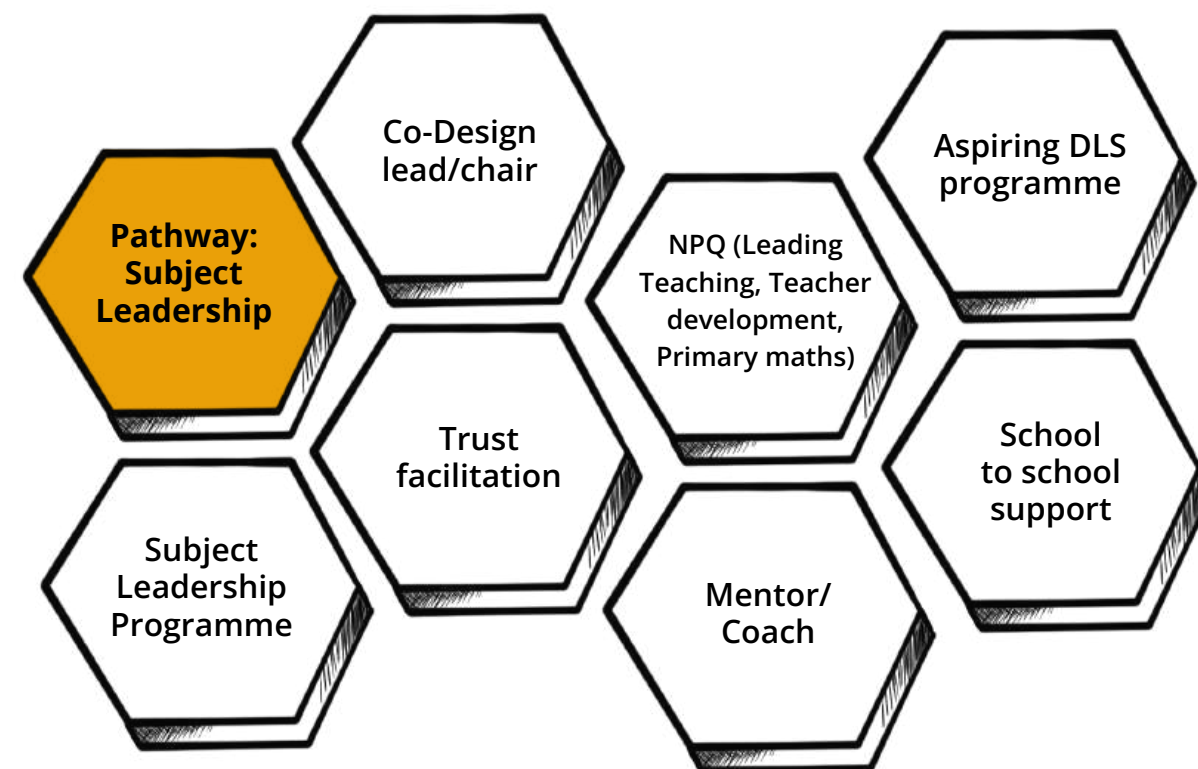
EXAMPLES OF OPPORTUNITIES AVAILABLE

These diagrammatic representations highlight the range of opportunities available within our Trust for each of these specific career stage roles; this does not represent an exhaustive list but is typical of the offer which we make available to develop colleagues:

ROUTE ONE



ROUTE TWO



06 CENTRAL FUNCTION DEVELOPMENT (Operations)

We are committed to supporting colleagues from across all aspects of our Trust, and in all functions. We offer high quality, and bespoke CPD opportunities, which includes access to the apprenticeship levy, to develop colleagues across all central business functions which comprise business support & finance, IT infrastructure, procurement, governance, human resources, and estates management/ leadership.

Development opportunities include:

1. Regular CPD opportunities
2. Comprehensive induction
3. Mandatory compliance training
4. Apprenticeship Levy opportunities

Further, we facilitate opportunities for skilled trades courses, first-aid, compliance, and mental health first-aiders. Additionally, we offer support for all central functions staff to be able to access HEI courses including masters level qualifications in business administration & leadership.

Need more advice?

Please see our website ([Central Region Schools Trust - Founded by the RSA](#)) for further details of our support and services offer for:

Strategic Leadership • School Improvement
Finance, Payroll and Procurement
Opportunities for Pupils/Students • Human
Resources • Governance • IT • Estates • Data



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