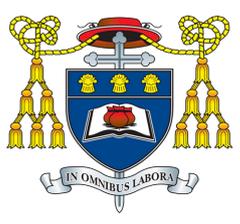# St Nicholas Catholic High School

CPD Booklet for ALL staff

Professional Development Opportunities 2025-26

St Nicholas Catholic High School

Professional Development Opportunities 2025-26

A Centre of Excellence for Teaching, Learning and Training: the 'go to' school for trainees, practitioners, and school leaders.

WHY?

Investing in the professional development of staff is crucial for a school's success. It ensures teachers stay updated with the latest educational strategies, technologies, and methodologies, enhancing the quality of instruction and student outcomes. Professional development fosters a culture of continuous improvement, collaboration, and innovation, which benefits the entire school community.

Moreover, it boosts teacher morale and retention by showing a commitment to their growth and well-being. Ultimately, well-trained educators are better equipped to meet diverse student needs, create engaging learning environments, and drive academic excellence, making professional development a vital investment for any forward-thinking educational institution

OPPORTUNITIES ON OFFER

Developing staff pedagogy is rooted in the belief that continuous learning and growth are essential for us as teachers. Our philosophy centers on fostering a collaborative and reflective environment where staff are encouraged to explore, innovate, and share best practices. We prioritise ongoing professional development to ensure our staff are equipped with the latest tools and methodologies, enabling them to meet diverse student needs effectively. By investing in our staff growth, we aim to cultivate a dynamic and adaptive learning community that inspires both staff and students to achieve their fullest potential. Ultimately, empowering our staff enhances the entire educational experience. Some of these areas of development are shown below.

- **Triad lesson observations & calendared discussion opportunities prior and post sessions**
- **Online TES CPD resources**
- **In house department CPD (5x2 hours)**
- **Whole School CPD**
- **T&L newsletters**
- **CCRS**
- **Open Door weeks**
- **Sharing effective Practice sessions post observations**
- **Working Parties**
- **Olevi Training courses for ALL staff**
- **Aspiring Leadership Courses**
- **NPQ's**

Olevi

Olevi is an education consultancy with a focus on enhancing teaching and learning practices.

We have three members of staff who have undergone facilitation training to enable them to deliver a range of professional development opportunities using their materials, ranging from including Teaching Assistant programme, teacher programmes, coaching programmes & leadership training

These courses empower staff with the knowledge, skills, and strategies needed to drive school improvement and enhance student outcomes whilst fostering a culture of continuous improvement and innovation.

Each Olevi course is outlined along with some testimonials from staff who undertook the training this year.

The majority of the Olevi training programmes run for 6-9 weeks depending and timings are from 1.15-4.15.pm

Olevi offer 2025-26

OTAP- Outstanding Teaching Assistant Programme
OTP-   Outstanding Teacher programme
POC-   Power of Coaching
CTP-   Creative Teacher Programme
SOLE- Senior Outstanding Leaders in Education

OTP- Outstanding Teacher programme

Staff will gain a deeper understanding of the latest innovative pedagogy and develop the knowledge, skills, and behaviours to make a significant impact on students & and inspire others to improve their practice.

T & L SESSION 1:
Challenge and Engagement

By exploring the latest research and thinking, you will:

- clearly articulate what constitutes outstanding teaching & learning.
- understand new ways to challenge & engage students to enable genuine progress.
- learn ways to observe colleagues to promote reflection and action.
- present your thinking in a way that role-models key learning processes.

T & L SESSION 2: Questioning and Planning

By exploring the latest research and thinking, you will:

- improve your understanding of high-quality questioning & planning.
- learn how to professionally challenge the learning & thinking of other professionals.
- use the audit to reflect on your current practice & create a personal improvement plan.
- design a powerful professional learning session to improve the practice of colleagues.

T & L SESSION 3: Assessment and Feedback

By exploring the latest research and thinking, you will:

- grow your understanding of what constitutes high quality assessment & feedback.
- reflect deeply on your own practice in relation to these two areas.
- learn how to provide powerful feedback to colleagues to improve their understanding of pedagogy & ensure it is embedded in their practice.
- engage in collaborative enquiry with other colleagues.

T & L SESSION 4:
Metacognition and Adaptive Teaching

By exploring the latest research and thinking, you will:

- understand the theory, skills, & processes behind high-quality adaptive teaching.
- learn various strategies to effectively promote a thinking culture within your classroom and the classrooms of colleagues.
- be able to access the wisdom of other colleagues to grow one another's practice
- coach a colleague, promoting greater clarity, confidence, & drive to improve.

T & L SESSION 5: Impact

By exploring the latest research and thinking, you will:

- reflect on what it means to be an outstanding teacher.
- improve your understanding of modelling and explaining in high quality teaching.
- articulate how you have developed as a professional over the course of the programme.
- create an action plan to ensure you continue to grow and develop as a classroom practitioner and leader of learning.

I thoroughly enjoyed the OTP course. The content was really engaging and gave me plenty of opportunity to reflect on my own practice whilst also having the opportunity to share ideas amongst the group. I particularly liked the idea of 'hinge questions'; these have become more significant in my lessons and I'm considering how best to plan their use in schemes of learning across KS3

The OTP course has been a journey of reflection, evaluation and change and one that has engaged deeper thinking for me as a practitioner. The DR ICE framework is one that I have not only tried to incorporate into my own teaching, but has shaped what I do as a teacher, coach and leader for those in the school

I have always considered myself a good listener who takes enjoyment out of hearing the views, feelings and thoughts of those around me, however, being afforded the opportunity to share a room with likeminded, progressive teachers and Subject Leaders with over 200 years of teaching experience has undoubtedly shaped the way I view education and what is needed to progress my own practice.

I leave the course seemingly with more questions than answers, but embracing these and deepening my own thinking has, and will continue to, develop my own practice and enhance the teaching and learning opportunities afforded to others.

POC Power of Coaching

You will gain a deeper understanding about the power of coaching and the impact that great coaching has on learning, being able to confidently apply a number of strategies to deepen the thinking of pupils, inspire colleagues to develop and grow, and become a more reflective and energised professional.

OLEVI

SESSION 1:

- Articulate what coaching is, and is not, and explore its power as a tool for improving teaching and learning/training; leadership; and communication.

SESSION 2:

- Explore the fundamental skills and strategies that credible coaches use to empower thinking and inspire change.

SESSION 3:

- Learn the theory, skills, and processes to coach informally, formally and in a structured way using the OLEVI Analytical Coaching programme.

> The course was really interesting for me to carry out. I thought going into it that it would be all about learning how to coach other people however the course really made me look at myself and realise that I needed to make positive changes about the way I work and that I need to be more empathetic and listen to people rather than hearing the things I want to hear . Once you start to listen on a deeper level you can give better advice that is more meaningful rather just instructions

> The course helped to reinforce and deepen my own thought process of my role and how it can be developed to have a positive impact on those that I interact with. Question myself more, have I understood properly, did I provide enough time, how could I approach it differently next time.

POC Power of Coaching
Delegate feedback

Excellent course which allowed me to reflect on my practice within the school in terms of listening skills, how I respond to other and things I could do differently. Although not designed to use with students, gave me ideas of approaching sessions with students to help them explore / talk about what's happening for them. The different models are really useful. The course allowed me time out of the job to reflect on my wording of things / how to maybe approach things differently in future. Delivery of the course was great! Delivered with a smile, interactive, range of listening, talking, activities

Thank you for reminding me of how much we do to support our students. The Power of Coaching Training has shown me how amazing we are as a staff team in supporting and nurturing our students. To now feel confident having those same discussions with our staff team, is fantastic and really well needed. I would recommend this course). I feel reassured that I am doing an amazing job with a real positive impact giving me further confidence to continue to do what I do.

OTAP- Outstanding Teaching Assistant Programme

Enables classroom support staff to become more reflective, confident and creative through gaining a deeper understanding of classroom pedagogy. Delegates will develop the attributes to make a significant impact on the relationships with both pupils and colleagues.

SESSION 1:
The role of an outstanding teaching assistant

By exploring the latest research and thinking, participants will:

- explore the importance of the Teaching Assistant role.
- learn how TAs can maximise their impact on students, teachers, and parents.
- investigate strategies to lead learning.
- understand how to observe and analyse the practice of others to improve their own.
- use models to articulate and understand what constitutes great teaching and learning.

SESSION 2:
Understanding myself

By exploring the latest research and thinking, participants will:

- reflect on their own personality type & learn how to work effectively with different people.
- learn approaches & strategies to create learning opportunities that are high engagement and high challenge.
- learn how to enhance learning through adapting the learning space.
- coach and mentor others to improve their classroom practice.

SESSION 3:
Deepening thinking

By exploring the latest research and thinking, participants will:

- consider what Listening for Learning means and learn strategies to do it effectively.
- use various approaches to generate high quality questions & activities to deepen thinking.
- investigate the importance of the curriculum and use of technology in enhancing learning.
- plan a Teaching and Learning project to develop the practice of several colleagues.

SESSION 4:
Maximising impact

By exploring the latest research and thinking, participants will:

- learn how to detect issues with people's mindset to learning and help them overcome their barriers so they can succeed.
- explore how they can plan and adapt learning activities to effectively engage and challenge students.
- understand what constitutes high quality assessment and feedback.

SESSION 5:
Professionalism and impact

By exploring the latest research and thinking, participants will:

- analyse what Professionalism means to them & consider how this is developed in their teams.
- consider how to communicate effectively to lead and develop others.
- present the impact of their Teaching and Learning project.
- reflect on their own learning journey to date and create an action plan to ensure they continue to grow as professionals.

> The OLEVI programme has made me more confident in my job as a teaching assistant and has made me more aware in certain areas of the classroom than I was before.

CTP- Creative Teacher Programme

Classroom practitioners will become more reflective and creative, gaining a deeper understanding of the pedagogy that ensures a significant impact on the progress of, and relationships with, pupils and colleagues. Through this programme you will become a more self-regulated and independent thinking professional.

This course is new and will run in academic year 2024-25 for the first time

Challenge and Engagement

By exploring the latest research and thinking, you will:

- clearly articulate what constitutes effective teaching and learning.
- improve your understanding of how to challenge and engage students to enable progress.
- learn ways to observe colleagues to promote reflection and action.
- present your thinking in a way that role-models key learning processes.

Planning, Learning and Reviewing

By exploring the latest research and thinking, you will:

- create a model to articulate, plan and evaluate highly effective classroom practice.
- use the Planning & Adapting audits to reflect on your current practice & create an action plan.
- design and facilitate an activity to deepen the thinking of others in the group.
- learn how to professionally challenge the learning and thinking of other professionals.

SESSION 3: Assessment and Feedback

By exploring the latest research and thinking, you will:

- grow your understanding of what constitutes high quality assessment and feedback.
- learn how to provide powerful feedback to colleagues to improve their pedagogy.
- engage in collaborative enquiry with other colleagues.

SESSION 4: Questioning and Thinking

By exploring the latest research and thinking, you will:

- understand the theory, skills, and process behind high-quality questioning.
- learn various strategies to effectively promote a thinking culture within your classroom.
- apply cognitive learning strategies like spacing and retrieval to ensure progress over time.

SESSION 5: Adaptive Teaching

By exploring the latest research and thinking, you will:

- understand the theory, skills, and processes behind high-quality adaptive teaching.
- apply models and share resources to effectively promote differentiation within your classroom.
- coach a colleague, promoting greater clarity, confidence, and drive.

SESSION 6: Modelling, Explaining and Impact

By exploring the latest research and thinking, you will:

- reflect on what it means to be a creative teacher, 'delivering' a creative curriculum.
- improve your understanding of modelling and explaining in high quality teaching.
- articulate how you have developed as a professional over the course of the programme
- create an action plan to ensure you continue to grow and develop as a classroom practitioner.

SOLE- Senior Outstanding Leaders in Education

The best senior leaders have an aspirational vision and know how to balance challenge and support, successfully overcoming complex barriers to achieve significant and sustainable impact. The programme will provide greater clarity, grow confidence, and develop competence of senior leaders, enabling strategic reflection on organisational improvement.

SESSION 1:
Outstanding Leadership

During this session, participants will explore:

- the key knowledge, skills, & behaviour of high-quality senior leaders, & how this differs to middle leaders.
- how leaders analyse situations and critically use different leadership styles.
- what different leadership models can be used to analyse their context. For example, the relationship between Challenge, Support, and Impact.

SESSION 2:
Credibility

During this session, participants will explore:

- what knowledge, skills and behaviours leaders need to build credibility in Education.
- what great teaching & learning looks like, & how you lead improvement in teaching effectively.
- their own strengths and areas for development and decide an action plan for personal growth.

SESSION 3:
Vision and Culture

During this session, participants will explore:

- how Leaders should create and articulate a compelling vision for the future.
- the 7 Key Areas of Organisational Culture and use them to reflect upon the extent to which their own culture matches their vision and decide next steps.
- the OLEVI Strategic Planning Model to reflect on, and refine, their own Leadership.

SESSION 4:
Communication and relationships

During this session, participants will explore:

- the importance of relationships in Leadership.
- how effectively you communicate and form meaningful relationships with colleagues.
- strategies & systems to improve colleagues' performance, including coaching & mentoring.
- the 5 Behaviours of High-Performing teams and decide how they will develop them.

SESSION 5:
Resource Management

During this session, participants will explore:

- key operational management approaches to ensure long-term, sustainable improvement.
- OLEVI's 5 Phases of Project Management to implement a highly effective project.
- various financial planning models and how to manage and implement them effectively.
- techniques to communicate and how to use them with different personalities.

SESSION 6:
Performance and Change

During this session, participants will explore:

- the challenges of and opportunities with achieving complex, long-term change in schools.
- different change management models and analyse the best way to overcome barriers, manage 'energy levels' and achieve impact in schools.
- their own progress in performance against key leadership standards.
- what their action plan should look like moving forward, and how they will ensure it is implemented successfully.

SOLE- Senior Outstanding Leaders in Education delegate feedback

Having work as a Middle Leader in Pastoral, Progress and Curriculum roles for several years, the ASL course has allowed me to bring all my experience together for the first time. Through the dialogue and challenges it presents, it helps you to self-reflect and crystalize your thoughts. You come through the other side with a much clearer picture of how you look, to others, as a leader, as well as being equipped with some cleverly thought-out tools/strategies that empower you to communicate, execute and push through your vision for improvement. The skills you accrue are applicable to all settings and are the 'active ingredients' you've been looking for to move you own development forward.....thoroughly recommend.

Being a part of the Aspiring Senior Leaders course has enabled me to reflect on my practice and identify areas for improvement so that I feel ready to take the next step towards a Senior Leader post. I have particularly enjoyed and benefitted from working alongside other inspiring Middle Leaders and participating in honest professional conversations about a range of matters concerning leadership at a whole school level

Aspiring Senior Leader Course

This is our own in house training opportunity for aspiring leaders. We use the Olevi SOLE course alongside a variety of other activities and sessions.

We are aware that the best senior leaders have an aspirational vision and know how to balance challenge and support, successfully overcoming complex barriers to achieve significant and sustainable impact. The course will provide greater clarity, grow confidence, and develop competence of senior leaders, enabling strategic reflection on organisational improvement with support and mentorship from existing members of the SLT, visits to other school (s) and participation in strategy meetings.

Why provide this opportunity?

 Succession Planning: Identifying and nurturing aspiring senior leaders ensures a pool of talented individuals who can seamlessly transition into leadership roles when existing leaders move on. This contributes to the long-term stability and continuity of the school's leadership team.

 Professional Growth opportunities for aspiring leaders to develop their skills and competencies allows them to grow professionally. Exposure to leadership training, mentorship, and practical experiences prepares them for the challenges of senior leadership roles.

 Innovation and Fresh Perspectives: Bringing in staff with fresh perspectives fosters innovation within the school. Aspiring leaders may bring different ideas, approaches, and strategies, contributing to the continuous improvement and adaptability of the school's leadership practices.

 Success of Educational Initiatives: Strong leadership at all levels is essential for the successful implementation of educational initiatives. Aspiring leaders who understand the vision and goals of the school are better positioned to align their efforts with these initiatives, ensuring their successful execution.

 I**mproved Staff Morale:** A leadership development program can positively impact staff morale. When teachers and staff see that the school is invested in the professional growth of its members, it creates a positive and supportive work environment, boosting morale and job satisfaction.

 Adaptability to Change: Aspiring senior leaders, through their training and experiences, become adept at managing change. This is essential in the current educational landscape where we often face evolving challenges and need leaders who can navigate change effectively.

 Reflective Practice: Leadership development encourages individuals to engage in reflective practice. Aspiring leaders learn to critically assess their own leadership

Aspiring Senior Leader course

OVERVIEW

IN OMNIBUS LABORA

6 KEY AREAS OF THE IN-HOUSE PROFESSIONAL DEVELOPMENT COVERS:

Leadership Training: SOLE (Senior Outstanding Leaders in Education)
Mentoring and practical experiences
Attend several SLT Strategy meetings
Visit another school/ shadow SLT
Opportunity to support in SLT absence
Lead/ research on a key initiative or strand of the School Improvement Plan

Aspiring Senior Leader course

MENTORING & PRACTICAL EXPERIENCES

Each Aspiring Leader will be working with a SLT mentor/ coach. It is iImportant to provide opportunities for staff to develop their skills and competencies by exposure to leadership training (SOLE), mentorship, and practical experiences to prepare you for the challenges of senior leadership roles.

Practical experiences will be an opportunity for Aspiring Leaders to consider a solution to an issue or event through scenario sessions.

Understanding SIP/SEF and goals- Aspiring leaders need to comprehend the strategic direction of the school to contribute effectively to its success.
Building Strategic Thinking Skills- Exposure to discussions about long-term plans, challenges, and opportunities sharpens their ability to think critically and make informed decisions.
Foster a Shared Vision- Strategy meetings create an opportunity for aspiring leaders to contribute to the formation and clarification of the school's vision.
Prepare for Leadership Roles- It offers a chance to observe and learn from experienced leaders, understand the dynamics of decision-making, and become familiar with the challenges and opportunities that leadership entails.
Contribute to Decision-Making- Their input, insights, and perspectives contribute to well-rounded discussions, leading to more informed and inclusive decisions.

Aspiring Senior Leader course

ATTENDANCE @ SLT STRATEGY MEETINGS

IN OMNIBUS LABORA

Aspiring Senior Leader course

VISITS TO OTHER SCHOOL / SHADOW SLT

Observing Best Practices: Visiting another school allows aspiring leaders to observe successful practices and strategies implemented by experienced leaders. This exposure helps them gain insights into effective educational approaches and leadership & management techniques.

Professional Development: Exposure to diverse leadership styles and methodologies enhances their leadership skills.

Networking and Collaboration: Building connections with professionals from different institutions can lead to valuable partnerships, resource sharing, and a broader professional network.

Exposure to Different School Cultures: Each school has its unique culture and context. Visiting another school exposes aspiring leaders to different organisational cultures, teaching methods, and student populations

These will be led by their expertise and interest, but examples could include:

Student Engagement and Well-being Project:
Implement strategies to promote a positive school culture and mental health support.

Inclusive Education Initiative:
Create a more inclusive learning environment.
Research and implement strategies to support the inclusion of students with diverse needs.

Professional Development Series:
Lead a professional development series for teachers.
Research ongoing, targeted professional development opportunities.

Community Engagement and Partnerships:
Strengthen partnerships with parents, local businesses, or community organisations.
Research strategies to enhance community involvement in school activities.

Aspiring Senior Leader course

RESEARCH INITIATIVES ON THE SIP
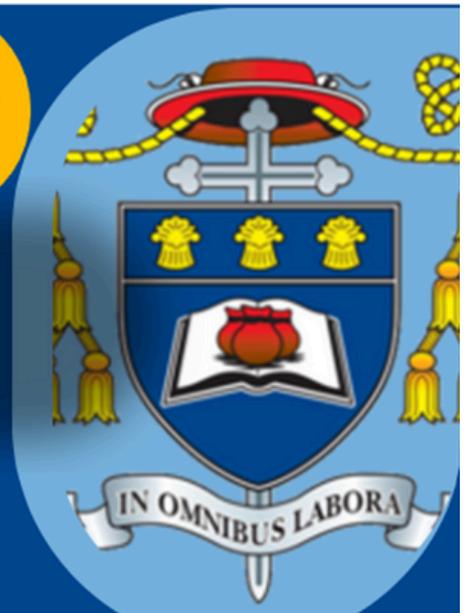
National Professional Qualifications -NPQ's

NPQ Leading Literacy (NPQLL) - this programme will develop participants' expertise in leading literacy by developing a deep understanding of evidence-based practice in language reading and writing.

NPQ Leading Teaching (NPQLT) - designed for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

 NPQ Leading Teacher Development (NPQLTD) - designed for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are early in their career.

 NPQ Leading Behaviour and Culture (NPQLBC) - designed for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.

NPQ Senior Leadership (NPQSL) - designed for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.

NPQ Headship (NPQH) - designed for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

2024-25

- **Outstanding Teacher programme-9**
- **Outstanding TA programme- 6**
- **Power of Coaching- 6**
- **T&L Coaches 3**
- **Aspiring Senior Leader Course-10**
- **NPQ (ML's): 1**
- **NPQSL-3**
- **NPQH-1**
- **Working Party: 22**
- **CCRS- 1**

This year we have offered   staff the opportunity for professional self development across a range of our staffing at St Nicholas Catholic High School.

This does not include the courses and external visits that staff have undertaken this year.

CPD Matrix for staff

CPD Matrix- Developing Talent   St Nicholas Catholic High School 2025-26 Provision

Stage	Programmes/Opportunities	Roles	Safeguarding	Coaching & Triads	Whole school CPD	Subject CPD	lesson observations	Work scrutiny	Emerging leader course	External Networking	Sharing good practice	External Examiners	Non specialist support	Peer to Peer	Observer in lessons/ Learning walks
Early Career Stage	Coach/Triad	ECT		X			X				X				X
	Induction sessions/ Fortnightly mentor session				X	X									
	Subject CPD			X				X			X			X	X
	Working Parties				X					X	X		X		
	Open Doors/ T&L staff opportunities			X		X					X			X	X
	Safeguarding training		X		X										
	MS Teams Training				X	X									
	Whole school CPD				X										X
	CCRS				X	X				X	X			X	
	Delivering CPD to staff				X	X					X		X		
	Our ways of working				X										
	Coach/Triad	RQT		X											X
	Whole school CPD				X										X
	Subject CPD			X		X		X			X			X	X
	Safeguarding training		X												
	Working Parties				X					X	X			X	
	Open Doors/ T&L staff opportunities			X						X	X	X			X
	Online CPD (National College, TES)														
	CCRS				X	X				X	X			X	
	Delivering CPD to staff/ Aspiring middle Leader				X	X			X		X		X		
	Olevi course (OTP/POC)			X	X	X	X				X			X	X
Middle Carer Stage	Working Parties	Developing, experienced teacher			X					X	X			X	
	Master's degree				X	X				X					
	Coach/Triads			X											X
	Emerging leader course				X	X			X		X			X	
	Whole school CPD				X										
	Safeguarding training		X		X										
	Olevi course (OTP/POC)			X	X	X	X				X			X	X
	Open Doors/ T&L staff opportunities				X	X				X	X	X	X	X	X
	Subject CPD				X										
	Online CPD (National College, TES)														
	CCRS				X	X				X	X			X	
	Delivering CPD to staff				X	X					X		X		
	Online CPD (National College, TES)														
Career Stage	NPQs/ Masters degree	Middle Leader			X	X					X			X	
	SLE role			X	X	X					X			X	
	Subject CPD			X		X		X			X			X	X
	Working Parties				X					X	X			X	
	Coach/Triad			X											X
	Whole school CPD														
	SL Away Days				X	X								X	
	Quality Assurance processes				X	X	X	X						X	X
	Open Doors/ T&L staff opportunities				X	X					X	X	X	X	X
	Online CPD (National College, TES)														
	Safeguarding training		X												
	CCRS				X	X				X	X			X	
	North West Diocese Partnership				X	X				X	X			X	
	Delivering CPD to staff				X	X					X		X		
	Olevi (OTP, POC SOLE)			X	X	X	X				X			X	X
Senior Career Stage	Coach/Triad	SLT		X											
	NPQSL/NPQH			X	X					X	X		X		
	Specialist/technical				X					X				X	
	New to Role				X					X				X	
	Working Parties				X					X				X	
	Open Doors/ T&L staff opportunities			X		X					X				
	Online CPD (National College, TES)														
	Whole school CPD				X										
	Safeguarding training		X												
	CCRS				X	X				X	X			X	
	North West Diocese Partnership			X	X					X	X			X	
	Delivering CPD to staff				X	X					X		X		
	Olevi (OTP, POC SOLE)			X	X	X	X				X			X	X
Head teacher Stage	NPQ Executive	Head teacher		X											
	Coach			X											
	School improvement Partner			X	X					X				X	
	Whole school CPD			X	X	X	X								X
	Open Doors/ T&L Staff opportunities			X											
	Online CPD (National College, TES)														
	Safeguarding		X												
	CCRS				X	X				X	X			X	
	North West Diocese Partnership			X	X					X	X			X	