

Career and Professional Development

Critical Questions and Guiding Principles

Why do we exist?

Our Mission and Vision

To provide great Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission.

1

How do we behave?

Our habitual virtues (Gospel Values)
Humility – Faithfulness - Service

2

What do we do?

We recruit, support and nurture talent which allows us to retain staff who can follow a career pathway with Emmaus. Collaborative networks facilitate the best of practice to raise standards.

3

How will we succeed?

Research informed professional networks drive strategic CPD. Staff build agency through coaching and mentoring to improve the quality of teaching.

4

What is most important, right now?

Establishing networks by bring colleagues together to begin to engage with research.

5

Who must do what?

Our roles and responsibilities
The Director of Professional and Career Development will work with school leaders to identify common priorities to drive bespoke professional development.

6



Humility

Faithfulness

Service



CAREER AND PROFESSIONAL DEVELOPMENT Guiding Principles

We believe that both school effectiveness and school improvement is brought about through high-quality continuing professional development. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. These transformations can improve their wider life chances, including health, wellbeing and social mobility (Slater, 2011; Chetty, 2014; Coe, 2014). These guiding principles ensure that every Emmaus CAT school encourages and enables staff to build their expertise through evidence-based professional development and mentoring.

In research undertaken by Kraft and Papay (2014), it was found that *'teachers working in more supportive professional environments improve their effectiveness more over time than teachers working in less supportive contexts. On average, teachers working in schools at the 75th percentile of professional environment ratings improved 38% more than teachers in schools at the 25th percentile after 10 years.'* At Emmaus CAT, we are committed to a culture where supportive, professional communities enable our staff to thrive. In doing so, they are best placed to deliver quality Catholic education to all the pupils in our care.



1. Why do we exist?

To provide great Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission.

2. How do we behave?

We will live out our habitual virtues; humility, faithfulness and service.

Professional development should build a shared language for teaching and learning and include collaboration and expert challenge (DfE 2016). Experiences that are a continuous process and provide extended learning opportunities help educators to master skills and instructional methods and have a better chance at positively impacting student learning (Gulamhussein; Darling-Hammond et al).

- We support school leaders in being strategic, ensuring professional development has a focus on improving and evaluating pupil outcomes; it should motivate, and it must be prioritised by school leadership (DfE, 2016).
- We believe that the pupils in the schools across Emmaus CAT are best served by a committed, talented workforce who have chosen to work at one of our schools and that our people are our most valuable resource.
- We are committed to attracting, training and keeping a talented workforce, whose career pathway is recognised by Emmaus CAT.
- We support leaders to develop quality-first teaching whereby effective teachers introduce new material in steps, making links to prior learning (Rosenshein, 2012).
- We develop a professional learning community where professional knowledge embeds in practice, builds knowledge and develops teaching techniques and professional development programmes are sustained over time (EEF, 2021).

3. What do we do?

- We support school leaders to both train, recruit and to nurture the talents they have within their staff teams; whether that be in pedagogy, pastoral support, administrative systems, finance, behaviour managements, leadership or religious education.
- Through Emmaus CAT Initial Teacher Training (ITT), we train the next generation of teachers, being mindful of succession planning and horizon scanning to meet the evolving needs of the schools in the Emmaus CAT footprint.
- We encourage each school to have a clear policy that sets out their CPD offer, coaching and mentoring, twilights, networks and collaborative events.
- We schedule regular reviews of systems and policies relating to quality of education, teaching and learning and continuing professional development. We agree ownership of any ensuing actions and evaluate the impact in a timely fashion.
- We support school leaders to have clear triangulation between their SEF/SDP and plans for CPD, including the method of delivery.
- We will facilitate hubs and provide continuing professional development across the Emmaus CAT to support colleagues at all levels. In time these will include Initial Teacher Training and the Early Career Framework support for students, ECTs and mentors; subject specific pedagogy and bespoke school based CPD provided by Emmaus CAT.
- We will conduct annual staff auditing as part of ongoing talent mapping and internal succession planning, where staff can input into their own dynamic career pathways and see development opportunities linked to their skillset and interests.

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4. How will we succeed?

- Emmaus CAT will use research-informed approaches and specific mechanisms, such as the EEF guidance document (2021).
- In time Emmaus CAT will have the infrastructure and networks to support shared professional learning. Development and mechanisms for professional development will be replicated to build consistency across departments and phases.
- Emmaus CAT will recognise time constraints faced by colleagues and adapt professional development to consider how programmes will fit within the school routine.
- Emmaus CAT schools will access phase and subject expertise across the CAT, enabling the best of practice to build consistency, leading to excellent subject and phase pedagogy.
- Leaders at all levels have an explicit role as leaders of teaching and learning and are empowered by Emmaus CAT's continuing professional development.

5. What is most important, right now?

- In providing quality CPD, we recognise the importance of pupils achieving well.
- We will identify participants for Emmaus CAT Development Boards to identify the strongest protocols in our practice and drive consistency across our schools. This will equip pupils with the skills and knowledge they need as they move through education and beyond school.
- We recognise that consistency of repeated, active, purposeful practice is an essential part of the learning process, supporting pupils to consolidate and remember new knowledge and skills (Deans for Impact, 2015). Explicitly teaching pupils metacognitive strategies linked to subject knowledge (including how to plan, monitor and evaluate learning) supports independence and academic success. (EEF, 2017).
- We support our school leaders to induct new staff and to build new leadership teams.
- We are mindful of the varying needs across Emmaus CAT, both those already part of Emmaus CAT, and those in our footprint who are on their journey towards joining.



6. Who must do what?

- The Emmaus CAT central team and school leaders will work together to put into practice the school's development plan.
- The Emmaus CAT central team will make use of the Annual Standards Reviews (ASRs) to identify common priorities, to build a bespoke response to professional development.
- The Director of Professional and Career Development will liaise with headteachers to establish Emmaus CAT Development Boards to pioneer research informed pedagogy and to articulate the strongest practice across key disciplines and subjects.
- School leaders will enact the guiding principles in their own settings.

Documents Referenced

EEF Guidance document: Effective Professional Development (2021)
 Developing Great leadership, CPDL (2020)
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<http://www.curee.co.uk/files/publication/%5Bsite-timestamp%5D/Developing%20Great%20Leadership%20CPDL%20-%20final%20summary%20report.pdf>
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[Cognitive science approaches in the classroom - A review of the evidence.pdf \(educationendowmentfoundation.org.uk\)](#)
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