



Langdon
Park
School

CONTINUING PROFESSIONAL DEVELOPMENT

Handbook 2025-2026

'Staff are proud to work at the school. They appreciate leaders' support for their well-being, and the provision of professional development opportunities' Ofsted 2023

Be **P**rofessional

Be **I**nclusive

Be a **L**earner

Be **K**nowledgeable

Continuing Professional Development

Langdon Park School

Table of Contents

| | |
|---|-----------|
| CPD Overview | 2 |
| CPD at Langdon Park School | 2 |
| CPD Menu | 3 |
| INSET | 4 |
| INSET Dates | 4 |
| Early Career Framework | 5 |
| ECF sessions | 6 |
| Professional Membership | 7 |
| National College | 7 |
| National Online Safety | 8, 9 |
| Internal CPD | 10 |
| Training and Development for Support Staff; QET | 10 |
| Instructional Coaching | 10 |
| Middle Leader Development Programme | 10 |
| Teaching and Learning Tips..... | 10 |
| Qualifications | 11 |
| Masters Study: LCE..... | 11 |
| National Professional Qualifications (NPQ) | 11, 12 |
| External CPD | 13 |
| How to request external CPD..... | 13 |
| THEP: Tower Hamlets Education Partnership..... | 14 |
| T&L Resources | 15 |
| Langdon Park Staff CPD Library..... | 15 |
| Staff CPD badges..... | 15 |

Rationale for CPD at Langdon Park School

Teachers make the education of their pupils their first concern. The Teachers' Standards notes that 'appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages'. It sets out a number of expectations about professional development, including that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of lessons and approaches to teaching;

DFE: Standards for teachers' professional development (2011)

Quality of teaching is the single most important in-school factor for improving student outcomes, particularly for pupils from disadvantaged backgrounds.

The white Paper, *Opportunity For All* (DfE, 2022)

Leadership is second only to teacher practice in positively impacting pupil outcomes.

Seven Strong Claims of Successful Leadership (NCSL)

Our Commitment to you

Langdon Park School is fully committed to the professional development of all staff at each stage of their career. We encourage our staff to regularly reflect upon their practice and work collaboratively to further strengthen and develop their role within the school community. Staff are encouraged to set personal targets and identify training needs. We support our staff in the pursuit of meeting these targets with a whole school commitment to developing pedagogy and subject knowledge, for the benefit of the young people in our care. We believe that all students should be given the opportunity to reach their full academic potential and we have a commitment to providing our staff with the tools and training to make this possible.

CPD Portfolio

We encourage all staff, teaching and non-teaching, to maintain a Continuing Professional Development (CPD) portfolio. This includes material, information or certificates gathered from undertaking any CPD, as well as evaluations/reflections on the impact on pupil outcomes.

CPD Menu 2025-2026

The menu of CPD on offer

| Beginning Teachers | Early Career Teachers | Middle Leaders and Post Holders | Aspiring Senior Leaders | Senior Leaders | Support Staff | All Staff |
|--|---|---|---|---|---|--|
| School Experience for aspiring teachers PGCE University-led post graduate LETTA ITT School Swap | Early Career Framework training and mentoring (ELTSH) Instructional Coaching Programme | NPQ suite Langdon Park Middle Leaders Programme THEP Middle Leaders and Pastoral Leaders Programme Year Leader Training Instructional Coaching Programme LETTA | NPQ suite (including NPQSL) Safer Recruitment Training THEP Next Generation Senior Leaders Programme THEP BAME Senior Leadership Programme Instructional Coaching Programme Masters (National College of Education) LETTA | Safer Recruitment Training THEP: -High Performance Leadership Programme -Future Headteachers' Programme -Lead Assessor Training NPQSL NPQH Instructional Coaching Programme Masters (National College of Education) | National Online Safety Support Staff CPD opt-in Sessions External CPD on request T&L Workshops National College of Education LETTA | Membership to National College, National Online Safety External CPD on request Safeguarding T&L Workshops Instructional Coaching Programme New Staff Induction Bespoke CPD Professional Learning Community (PLC) |

INSET

All Staff INSET Days

- Monday 1st September 2025
- *Thursday 23rd October 2025*
- *Friday 24th October 2025*
- Monday 5th January 2026
- Monday 20th July 2026

Early Careers Framework (ECF)

The statutory Early Careers Framework (ECF) which replaces the NQT induction programme from September 2021 has been developed by the DfE as part of the Recruitment and Retention Strategy. Early Careers Teachers (ECTs) will be entitled to two years of mentoring support to successfully complete their induction programme. ECTs are assigned a subject mentor in year 1 and a careers mentor in year 2 of the programme, who will support them in developing their classroom practice and planning a career pathway. At Langdon Park, ECTs follow the UCL Institute of Education's ECF Framework delivered through the East London Teaching School Hub (ELTSH).

Who is the programme for?

From September 2021 this programme will be a statutory requirement for all early careers teachers who have achieved QTS, and who have not already embarked upon an NQT programme.

What is the purpose of induction?

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

How does the programme work?

In Year One ECTs will focus on the content from the Early Career Framework. They will meet their cluster every half term for combined in-person sessions.

They will take part in weekly CPD sessions lasting 20 minutes which focus on bite-sized aspects of their teaching practice; including Behaviour, Instruction, and Subject Knowledge. They will also engage with weekly mentoring sessions which includes lesson feedback, target setting, mentor modelling, and delivery practice. ECT2s will have fortnightly mentoring sessions as well as CPD where a bespoke programme of support will be put into place. In the Summer term ECT2s undertake focused visits to other schools to broaden their experiences.

All ECTs will have a termly progress review written by the Induction Tutor, and a formal assessment report will be written at the end of the year. Evidence for the assessments will be drawn from the ECT's work as a teacher during their induction and judgements made will relate directly to the Teachers' Standards.

When will the CPD sessions be held? Tuesday am and some meeting cycle time.

ECT1:

| |
|---|
| Theme |
| Clinic 1: Challenge for the most able |
| Clinic 2: Responding to challenging behaviour <i>Explores challenging behaviour, bullying and the impact on emotional safety.</i> |
| Clinic 3: Making sense through modelling <i>how might we nudge our practice to ensure we are maximising its impact?</i> |
| Clinic 4: Adapting teaching for pupils <i>Focuses on resources, grouping and working with other adults. Provides overview of SEND code of practice, and working with SENCO/Safeguarding Lead and TAs</i> |
| Clinic 5: Teacher wellbeing and workload <i>Looks at teacher wellbeing, support available and ways to manage and reduce workload.</i> |
| Clinic 6: Early Literacy 1 - Reading and phonics <i>Focuses on systematic synthetic phonics, high-quality texts and early reading.</i> |

ECT2:

| |
|---|
| Theme |
| Clinic 1: Challenge for the most able |
| Clinic 2: Literacy & Oracy <i>Focuses on speaking and listening, writing and the role they play for all learners.</i> |
| Clinic 3: Making sense through modelling <i>how might we nudge our practice to ensure we are maximising its impact?</i> |
| Clinic 4: Adapting teaching for pupils <i>Focuses on resources, grouping and working with other adults. Provides overview of SEND code of practice, and working with SENCO/Safeguarding Lead and TAs</i> |
| Clinic 5: Sustaining Professional Development <i>Examines criticality in research and implementing classroom changes with fidelity.</i> |
| Clinic 6: Reflection <i>Reflection on development across ECF, a review of good professional development and consideration of professional development going forward.</i> |

Professional Membership

National College Membership

<https://thenationalcollege.co.uk>

All Staff have membership to the National College. The National College is a multi-award winning video platform for school leaders, teachers, governors and other staff members working in education.

Through the platform, all staff have access to hundreds of videos and courses which cover a wide range of topics including the latest updates in policy, practice and research.

For more information concerning your National College Membership or log-in details please contact Evelyn Morrison ([morrison@langdonpark.org](mailto:morrisone@langdonpark.org))



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English Subject-specific Hot Topic

Understanding How to Teach for Mastery of English | Primary



5th July 14:00pm **SOLD OUT**
6th July 15:00pm

This webinar will provide headteachers, English leads, teachers and teaching assistants with an understanding of and practical guidance

English Subject-specific Hot Topic

Understanding How to Teach for Mastery of English | Secondary



5th July 14:00pm **SOLD OUT**
6th July 15:00pm

This webinar will provide headteachers, English leads, teachers and teaching assistants with an understanding of and practical guidance

Assessment Catch-up Languages

EAL Learners: Providing Support after a Period of Remote Education | Primary



Available On Demand

This webinar will provide headteachers, school leaders, teachers and teaching assistants with strategies, best practice and resources to support English as an Additional Language

National Online Safety



National Online Safety is an online safety Hub helping our staff to protect the young people within our school. The Hub helps to ensure the school is meeting the statutory online safety duties in the Keeping Children Safe in Education guidance. It also is aligned to the UKCIS Education for a Connected World Framework. Finally, it will help the school to evidence and demonstrate their commitment to Online Safety in preparation for an Ofsted inspection. Being an accredited school means we have school wide access to online safety training courses, webinars, guides, lesson plans and updates to help keep children safe online.

See www.nationalonlinesafety.com for more information.

Who is the Hub for?

The Hub provides excellent resources for staff within the school at many different levels. It is also useful for relevant stakeholders including governors and parents with high-quality training and resources.

How does the website work?

The website is accessible for all teachers through the same log in used for National College. Within the site, we have access to 'The Hub'. In this Hub we can create watchlists, keep record of what has and hasn't been watched and access all resources that are available. The key sections are listed and explained below:

NOS Courses

There are National Online Safety Courses specific to those in different positions including Designated Safety Leads, Teaching Staff, Non-Teaching Staff, School Governors, SENDCos and ICT Leads such as the Annual Advanced Certificate in Online Safety for DSLs and Deputy DSLs or the Annual Advance Certificate in Online Safety for SENDCos.

Explainer Videos

'Explainer Videos' give helpful introductions to different aspects of Online Safety, some of which teachers will be less informed on. For example, there are explainer videos on 'Music Streaming Apps', 'The Dark/Deep Web' and 'Phishing'. Some of these terms are not common knowledge for all teachers so this training will enable our school to give better protection, advice and instruction to our young people to guide them online.

School Webinars

There is a vast range of School Webinars available relevant for various staff. These include sessions on current issues facing schools at the moment such as 'Online Sexual Abuse: An Expert Insight into the Ofsted Review of Sexual Abuse in Schools and Colleges'. But also webinars on various topics including gaming, online hate, teaching those with SEND and fake news. Some of these webinars will be recommended to all staff, but they will also be available for any staff member to use as they think fit.

Guides

There are resources and provision available for a range of stakeholders including parents. There are guides on different Apps and sites used by students, but also recommendations to support parents in protecting both their child's online safety but also their mental wellbeing. For example, there are guides available on 'What Parents Need to Know About TikTok', 'How to Set Up Parental Controls to Protect Privacy', and '12 Top Tips to Supporting Mental Wellbeing Through Nature Online and Offline'.

Some of these guides will be added to our website so they are readily available for parents, but some can be downloaded by tutors and Heads of Year to be sent to parents who they believe will benefit.

Lesson Plans

There are a range of lesson plans available on different topics connected to online safety. These will be most utilised by the Head of PSHE to inform the curriculum, but can also be used by Heads of Year and School for assemblies, or by individual tutors who wish to use dedicated tutor time for a particular relevant subject. There are high quality resources available on 'Online Bullying', 'Managing Online Information' and 'Privacy and Security' to name a few.

When can I use it?

All staff are members of National Online Safety so log in using the same information for National College to begin.

Please speak with Evelyn Morrison (morrisone@langdonpark.org) if you would like any more information regarding your National Online Safety Membership.

Training and Development for Support Staff

Support staff play a crucial role in the smooth running of our school, through the work they do with our students and their work with families. As part of our on-going efforts to ensure they are equipped to support in the most effective way and to continue with their own professional development to enable them to progress in their career, we offer a number of CPD opportunities.

- All support staff (TAs, Technicians, Admin) have National College membership.
- Bespoke CPD sessions
- All support staff are encouraged to seek professional development opportunities as part of the Appraisal process

Quality of Education over Time (QET)

We place great importance on student learning and progress. With this in mind, our meeting cycle in school incorporates a weekly 2-hour slot (Tuesday) during which time teachers can focus on areas such as Raising Attainment Programmes (RAP), Subject Knowledge Development, Pedagogy Development, and School Priorities.

We offer six optional teaching and learning workshops throughout the academic year, one per half-term. These workshops are generated from staff requests, school priorities, identified needs or national developments. The workshops are developed around the Teachers' Standards and current educational research and developments.

Instructional coaching

We believe that investing in staff development is crucial to developing quality first teaching and leadership skills. We offer staff access to accredited courses on Instructional Coaching; Modules include raising self-awareness through reflection and evaluation, communication skills, and the implementation of a sustainable coaching and mentoring programme within a school setting. Participants learn to integrate these practices into school culture and ensure their ongoing effectiveness. Accredited staff coach others in the school.

Middle Leaders Development Programme

We invest in our middle leaders as they play a pivotal role in supporting learners and staff alike. Our Middle Leader Development Programme includes sessions on Leadership Styles, Data Analysis for Performance and Progress, Coaching and Developing others.

Teaching and Learning Tips

Best practice is shared with all staff during the Tuesday meeting cycle.

Qualifications

Leadership and Masters Study - National College of Education

Middle Leaders and Senior Leaders are able to apply for leadership and Masters study.

[Leadership Masters Accelerator](#) (14 months – designed for Middle and aspiring Senior Leaders) ***Now comes with 60 master’s Credits and a link to an MSc pathway***

***Senior Leadership Programme** (20 months – designed for current SLT members in school – includes free extension pathway to a full MSc in Education Leadership and Management)

If you are interested in the above, please speak to your line manager and SLT line manager in the first instance. Once approval has been sought, contact Rabeya Islam for further information and how to apply (islamr@langdonpark.org)

National Professional Qualifications (NPQs)

Middle leaders and experienced teachers hold a unique and critical position within the school. As a result, we support their continued professional development through the application and completion of National Professional Qualifications delivered by University College London, Institute of Education (UCL IOE) or Teacher Development Trust (TDT). The training is: Knowledge and evidence-based; Drawn from expert theory and current practice; Inquiry-based spiral learning; Learning embedded in practice, not an additional burden; Located close to our school- the sessions will be held at the local East London Teaching School Hub, making this more accessible.

The reformed suite of National Professional Qualifications (NPQs) are:

| NPQ Leading Teaching | NPQ Leading Teacher Development | NPQ Leading Behaviour and Culture |
|---|--|---|
| For teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase. | 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. | For teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school. |
| NPQ Leading Literacy | NPQSL | NPQH |
| For teachers who have, or aspire to have responsibility for leading literacy across a year group, key stage, phase or school. | For school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities. | For school leaders who are, or are aspiring to be, a Headteacher or head of school with responsibility for leading a school. |

Full access and details to all the new NPQ content frameworks can be found below. Each publication provides guidance from the Department for Education (DfE). They set out the knowledge, skills and behaviours that will be developed by teachers when they participate in the above National Professional Qualifications.

<https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021>

All programmes by both providers (UCL and TDT) have been developed collaboratively by teams comprising academics who are experts in their field and experienced school leaders, so that they are up to date and have a balance in them. Materials are updated every year and underpinned by current research and the expertise of those in schools. The new programmes will be underpinned by case studies from school experts.

An **in-school implementation project** remains an integral part of the delivery model. The implementation project will involve your line manager to ensure it is part of your targets for the year.

Please speak with or email Rabeya Islam islamr@langdonpark.org if you have any further questions regarding National Professional Qualifications



External CPD

CPD has a key role to play in raising standards by improving teaching and learning, supporting the development of the curriculum and providing appropriate personal development and career progression for all our staff.

Staff can request to attend external CPD courses if they feel that their training needs cannot specifically be met through the internal CPD on offer in School.

Training and Development Request Form

When returned the completed: 5 working days for personal; 10 for professional

Part 1 - Details (by staff member)

Today's date (Weekday + Day Month Year)

Planned Absence Dates (Personal or Professional)

Full Name and Staff Code

Date of absence (Weekday + Date in numbers)

Timings (Start and in 24-hour format)

Details

If not possible for absence on a paid basis, would you wish to be considered unpaid leave? (Yes or No)

Part 2 - Cover (by staff member)

Table with 5 columns: Time (Cover / room) / Assembly, Period 1 (Class / room), Break Duty (Location), Period 2 (Group / room), Period 3 (Group / room), Lunch, Period 4 (Cover / room), After school.

Part 3 - Sign off (Head/Team Line Manager, SLT + Cover Team)

Head/Team Line Manager - Full Name and Staff Code

Head/Team Line Manager's date (Weekday + Date in numbers)

SLT Line Manager - Full Name and Staff Code

SLT Line Manager's date (Weekday + Date in numbers)

Cover Team - Full Name and Staff Code

Cover Team's date (Weekday + Date in numbers)

Name

Date / Initials

How do you request an external CPD course?

First - Speak with your line manager about the course that you would like to attend. Remember to consider and assess your CPD needs in light of your own professional development targets. Before beginning the paperwork, check with Rabeya Islam/Bryony Warren that the course is appropriate.

Next...

- Complete the Training and Development Request Form
- Attach a copy of the CPD flyer or print out from website to the request form
- Ensure that you have your Line manager's signature
- Secure the Headteacher's agreement and signature
- Complete a Purchase Order if there is a fee for the course, but do not sign it, and attach it to the request form (*You can find Purchase Orders in the Finance Office*)
- Pass the completed documents to Rabeya Islam/Bryony Warren, even if the course is free, **at least 2 weeks before** the course date.

External CPD

Langdon Park School is a member of the Tower Hamlet Education Partnership (THEP). The aim of the Partnership is to meet the challenge of ensuring that all children and young people in Tower Hamlets achieve the best possible outcomes and flourish through an effective partnership of schools. Led by schools, for schools, THE Partnership is building on 20 years of excellence in Tower Hamlets and an existing culture of collaborative working to continue to raise standards.



Next Generation Senior Leader Programme

Aimed at established Middle Leaders whose next step is to secure a senior leadership position or colleagues who are new to assistant headship.

*Up to five twilight workshops over the course of the year

*Delivered by experienced facilitators and current senior leaders from within Tower Hamlets

Secondary Pastoral Leadership Programme

Aimed at Year Leaders and Senior Leaders with responsibility for pastoral, behaviour, welfare and character development.

*Four twilight workshops over the course of the year

*Specific leadership and skills development for pastoral leaders

LETTA

LPS is part of the LETTA Trust group of schools. We are committed to working closely in partnership and learning from each other.



