Professional Learning Trust Approach

Policy Details	
Policy Title:	Professional Learning Trust Approach
Last amendment date:	July 2026
Owner:	CEO /Senior Director: Professional Learning
Approved by:	People Committee
Next review date:	June 2027

Rationale

The Trust's vision is to enable all of our children and young people to be successful in their lives. Our staff are absolutely central to realising this vision. It's our belief that all staff, regardless of role, are committed to being the best that they can be when at work. Further, it's our belief that all staff, regardless of role, have an entitlement to high quality, bespoke and flexible professional learning. To ensure impact, it is essential that such professional learning is sustained over time and grounded in staff members' daily work. There is a need, therefore, for a lot of this professional learning to be facilitated within the team and school to ensure it is closely matched to the local context and maximises opportunities for well-timed coaching conversations and professional dialogue. There is also a need and significant benefit to individuals and teams for some, targeted professional learning, to be offered or brokered at the Trust level, matched to Trust priorities, maximising access to capacity, resource, expertise and the cultivation of communities of practice.

In all instances, Professional Learning should be conceptualised as a broad range of learning experiences and developmental opportunities. This includes access to carefully curated resources through memberships and subscriptions as well as access to subject matter experts through mentoring, coaching and supervision. By continuing the investment in professional learning and the development of great people through all these approaches, the Trust's ambition to deliver the very best education for our children and young people will be achieved.

Scope

This document summarises the Trust's aligned approach to professional learning for all staff. Individual schools will have their own aligned approaches linked to their teaching and learning policies and implementation of their appraisal processes.

Aims

All staff can access high quality professional learning that will:

- Develop and exemplify excellence in terms of the skills, behaviours, and knowledge needed now and in the future
- Support the attraction and retention of great people and great teams, through all phases of the employee lifecycle and career stages
- Broaden access to expertise, foster collaboration and knowledge transfer across the trust and beyond

- Increase critical engagement with research and evidence and sector leading practice
- Empower all to cultivate a culture where colleagues flourish and are committed to professional growth

Implementation

The Trust's Senior Director: Professional Learning will engage the Trust's Senior Leaders to collaboratively develop, keep under review, and deliver the Trust's high quality and responsive Professional Learning offer, ensuring coherence with school/team-led offers. Leaders will continue to view professional learning and school improvement as being inextricably linked, with both essential to sustained excellence. Increasingly, internal capacity and expertise for the delivery of professional learning will be accessed as the Trust matures in its school improvement journey and leadership expertise and capacity increases.

Each Central Team Directorate and school will identify a senior leader with senior responsibility for Professional Learning for staff. This leader will:

- undertake specified training and development to refine the intent, implementation and impact of their directorate's/school's professional learning approach
- support colleagues' in engaging with the Trust-led and school-led offers, ensuring institutional support enables impact on learning and development.
- maintain regular dialogue with the Senior Director: Professional Learning and Habs Institute, participating in calendared discussions about Professional Learning.

During these discussions, the approach will be of collaboration and supportive peer accountability leading to:

- Increased collective capacity for Professional Learning across the Trust supporting the development of individuals and teams
- Decision making informed by the needs and feedback of all staff members
- Timely and supportive senior leader actions, informed by intelligent data and insights so that all staff are able to take responsibility for their own professional development

Outcomes of these calendared discussions include:

- Needs analysis completion, identifying and agreeing Trust Professional Learning priorities matched to the Trust's strategic objectives, workforce planning and appraisal cycle, data and insights from the appraisal process and school improvement framework implementation
- Identification and agreement of target attendees for Trust professional learning workshops and programmes
- Refinement of the Habs Institute and school/team-led Professional Learning offers, ensuring complementarity, coherence and shared engagement with expertise Tracking and evaluation of engagement, feedback and impact of the Habs Institute and school/team-led professional learning offers.

The Habs Institute Professional Learning calendar will include but not be limited to:

  - New Staff Welcome
  - New Leader Induction Conference
  - Annual Trust Development Day

- Annual Trust conference
- Network meetings/ communities of practice
- Principal Strategy Days
- Leadership development programmes
- Initial Teacher Training and Early Career Teacher programmes
- Mentor Training
- Annual leadership twilight conference
- Targeted workshops and programmes including those offered by key partners

Professional Learning Meeting Cycle

Meeting 1 focus scheduled for January 2027

- Outcomes of appraisal cycle and needs analysis linked to school development plan
- Next steps after Trust Development Day, preparation for Trust Conference
- Preparation for Talent Boards
- Engagement information for term 1

Meeting 2 focus scheduled for June 2027

- Outcomes of appraisal cycle and new needs analysis
- Reviewing progress since Talent Boards
- Impact since conference, planning for November Development
- Linking Trust and school PL priorities for 2027-28
- Engagement information

Partners

The Senior Director: Professional Learning will engage external partners and networks to support the delivery of the Trust's Professional Learning approach and offer. These partners will include but not be limited to:

- UCL IOE
- Challenge Partners
- Chartered College for Teaching
- Curriculum and Behaviour Hubs
- PTI
- London South and Thames South Teaching School Hubs
- Research Schools
- CST
- The Key
- Flick Learning

Communication

This approach is available on Habs Hub and is accessible by all Trust employees.

Monitoring and evaluation

The Trust's Professional Learning approach will be reviewed by the People Committee.

In addition to this, Leaders will contribute to the regular collation and analysis of macro and micro quantitative and qualitative data on engagement and impact for improvement planning purposes.

Leaders will consider 5 levels of evaluation (table 1) when analysing and interpreting engagement and impact data. This will be used to evaluate the Trust Development Plan as well as the plans and KPIs for other strategic areas. This data will also inform the agendas for the annual Talent Boards.

Evaluation Level	What is measured?	How is it measured	How will the information be used?
Participant Reaction	Initial satisfaction with experience	Initial feedback form www & ebi feedback, informal feedback	To improve programme design and delivery
Participant Learning	New knowledge and skills of participants	Short and medium term surveys, reflective journals, self evaluation, audit, line management and appraisal discussion	To improve programme content, format and organisation.
Organisation support and challenge	The organisation's support, accommodation, facilitation etc.	Interviews, focus groups, surveys, line management discussions	To document and improve organisational support To inform future change efforts
Participants' use of new knowledge and skills	Degree and quality of implementation	Appraisal discussions and paperwork, direct observation, learning journals and portfolios, student feedback, action research	To document and improve the implementation of programme content.
Students' learning outcomes	Student learning outcomes (performance and attainment, attitudes, skills and behaviour)	Student learning data (macro and micro), Student feedback and work, action research,	To focus and improve all aspects of programme design, implementation and follow up. To demonstration the overall impact of professional development.

Table 1. 5 levels of CPD evaluation adapted from Guskey (2000).

Related documents

- People Strategy
- Appraisal Policy
- Haberdashers' Principles for Teaching
- School Improvement Framework