



CONTINUOUS PROFESSIONAL DEVELOPMENT AT HUNTINGTON SCHOOL



The school's 'Research School' status has had an extraordinary impact on teachers' understanding of how to improve their practice – OFSTED November 2017

Huntington School prides itself on being a school where teachers can truly thrive and grow professionally. We ensure that all teachers have the time and resources to improve their practice on a continual basis, so that we can be a flourishing community and every teacher has the right conditions so they can teach great lessons for our students.

Our aim is to ensure that the structure of our school best supports teachers to consistently improve their practice. We have changed the school day on alternate Mondays to undertake fortnightly training on teaching & learning, entitled **Teaching & Learning Forum (TLFs)**, led by expert subject leaders and teacher coaches. We train in teams, predominantly in subject disciplines, alongside some whole school sessions to share best practice across the school. If you work at Huntington you enjoy a minimum of 63 hours of personalised CPD a year.

We know that teachers need time, choice and autonomy, within a supportive whole school structure, if they are to develop and become even better teachers. We support this by having a coaching team which helps lead **whole-school TLFs**, whilst they also support individual members of staff in their personal professional development. Teachers are free to choose the direction of their whole school CPD provision, selecting to attend sessions that best fit their Professional Development needs. We reject the use of OFSTED graded lesson observations and instead teachers choose how they can best be supported using lesson observations to develop the crucial details of their teaching practice.

We trust teachers to engage in their own professional learning, with ample support. We provide tools and resources like our <https://huntington.researchschool.org.uk/> website and our use of the video technology: **IRIS Connect**. By harnessing these tools, we can ensure that our model of **'Truly Great Teaching at Huntington School'** becomes a reality.

We welcome interest from teachers who want to work in a hard-working and collegiate environment with fellow teachers who are constantly seeking to improve and help one another become even better teachers.

The professional development of all staff is exemplary. Leaders believe that 'every teacher needs to improve, not because they are not good enough, but because they can be even better.' The school's training programme responds flexibly to emerging and established priorities and is personalised around the needs of each teacher and teaching assistant. The support for recently appointed teachers and those new to the profession is very strong.

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