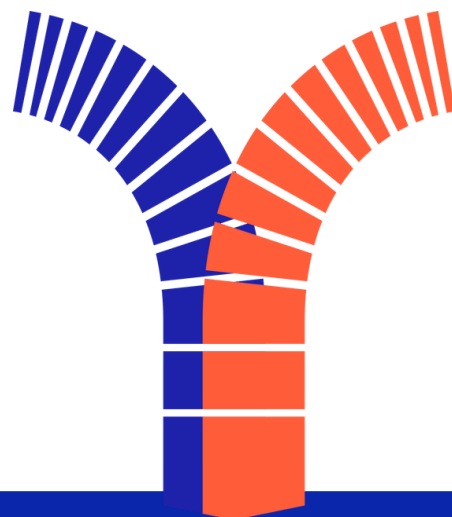




# Empowering Staff Through Purposeful CPD: Top Tips and Reflective Questions



Practical ideas inspired by Crown Hills  
Community College, Leicester.





## 01 Begin with the school's direction

Use the development plan to identify the knowledge, practice and leadership capacity the school will need over the next three to five years.



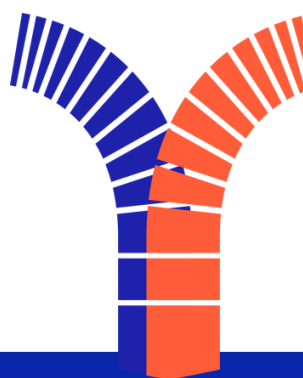
## 02 Balance three connected priorities

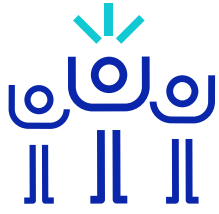
Bring together curriculum needs, whole-school improvement and individual professional growth. Avoid allowing one strand to dominate the others.



## 03 Protect time for development

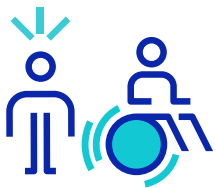
Make research, practice, coaching and reflection part of directed time rather than an additional expectation. Time communicates that professional growth genuinely matters.





## 04 Let staff voice shape the offer

Ask colleagues what would help them improve and what currently gets in the way. Respond visibly to recurring needs so staff can see that their insight influences decisions.



## 05 Offer purposeful routes

Provide varied pathways such as coaching, qualifications, subject learning, collaborative enquiry and research. Choice should be meaningful and connected to improved practice.



## 06 Move beyond content delivery

Build in modelling, rehearsal, feedback and follow-up. Staff need opportunities to adapt new learning to their subject, phase, role and pupils.



## 07 Keep professional dialogue developmental

Use regular, low-stakes classroom visits and coaching conversations to support growth. Create trust by separating development from unnecessary judgement.



## 08 Evaluate what changes

Look for shifts in staff knowledge, classroom practice, professional experience and pupil outcomes. Completion and enjoyment alone do not demonstrate impact.

## Reflection Questions for Leadership Teams

- How well does our CPD offer balance whole-school, subject or phase, and individual priorities?
- What protected time do staff have to practise, collaborate and reflect?
- Where does staff voice genuinely influence the design of professional learning?
- Do leaders model professional curiosity, openness and continued development?
- How effectively does coaching support non-judgemental improvement?
- Are development opportunities meaningful and accessible across roles and career stages?
- What evidence tells us that CPD is changing practice and benefiting pupils?



SportPark  
Loughborough University  
3 Oakwood Drive  
Loughborough  
Leicestershire LE11 3QF

**01509 462900**

**[info@youthsporttrust.org](mailto:info@youthsporttrust.org)**

**[www.youthsporttrust.org](http://www.youthsporttrust.org)**

**@YouthSportTrust**

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