



YOUTH
SPORT
TRUST

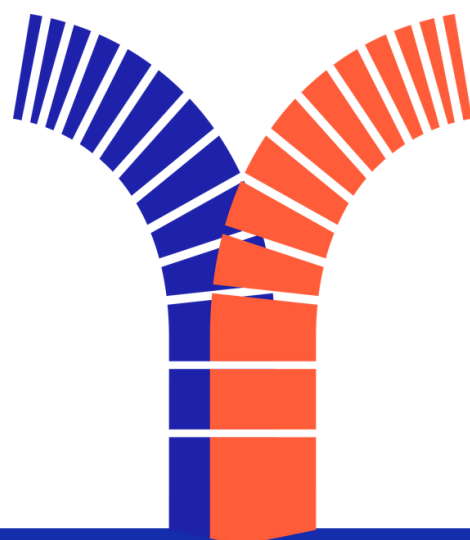
WELL
SCHOOL
COMMUNITY



Further Reading Guide: Empowering Staff Through Purposeful CPD



Lead Well.



This resource has been designed based on the Well Schools Lead Well pillar.

1. Effective Professional Development – Education

Endowment Foundation

Why read? To understand the mechanisms that make professional development more likely to change practice.

Key takeaways: Effective CPD builds knowledge, motivates staff, develops techniques and supports the embedding of practice.

Practical implications: Audit whether current CPD includes modelling, rehearsal, feedback, follow-up and opportunities to apply learning.

2. Standard for Teachers' Professional Development – Department for Education

Why read? To review the national expectations underpinning effective professional learning.

Key takeaways: CPD should focus on pupil outcomes, draw on evidence, include collaboration and challenge, be sustained and prioritised by leaders.

Practical implications: Use the five-part standard as a simple quality-assurance framework for the school's CPD offer.

3. A School's Guide to Implementation – Education Endowment Foundation

Why read? To understand how professional learning connects to the successful implementation of school improvement priorities.

Key takeaways: Change requires supportive conditions, disciplined implementation and ongoing attention rather than a one-off launch.

Practical implications: Connect every major CPD priority to a clear implementation plan, including preparation, support and review.

4. Teacher Development: The CPD Landscape in 2025 – Teacher Development Trust

Why read?: To compare leaders' intentions with teachers' day-to-day experiences of professional development.

Key takeaways: Relevance, protected time, coaching, staff voice and follow-up remain central challenges across the sector.

Practical implications: Gather staff feedback about the usefulness, accessibility and impact of CPD—and act on what it reveals.

5. A Professional Expectation – Teacher

Development Trust

Why read?: To explore the case for professional development as an entitlement and expectation throughout a teacher's career.

Key takeaways: Professional growth depends on supportive culture, leadership commitment and access to meaningful development opportunities.

Practical implications: Review whether all staff groups and career stages can access purposeful development, not only those seeking promotion.

6. Reducing School Workload – Department for Education

Why read?: To consider professional development alongside the wider conditions affecting staff capacity and wellbeing.

Key takeaways: Improvement is more sustainable when workload is actively managed and unnecessary demands are removed.

Practical implications: Assess the workload implications of new CPD priorities before asking staff to implement them.

7. Improve Workload and Wellbeing for School Staff

– Department for Education

Why read?: To access adaptable tools for staff wellbeing, workload reduction and implementing change.

Key takeaways: Staff are more able to learn and improve when leaders create time, trust and manageable working conditions.

Practical implications: Use the tools alongside staff voice to identify practical changes that create capacity for professional growth

Leadership reflection questions

How explicitly does professional learning connect staff development with better experiences and outcomes for pupils?

Where do staff have genuine agency—and where might choice feel tokenistic or disconnected from priorities?

What time, follow-up and professional trust are required for new learning to become sustained practice?



SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900

info@youthsporttrust.org

www.youthsporttrust.org

@YouthSportTrust

Registered charity number 1086915

Registered company number 4180163

