

# Increasing CPD Engagement: What Works in Schools

**The challenge:** Staff rarely struggle with relevance of CPD—they struggle with **time** and **prioritisation**.

**The solution:** Embed CPD into school systems so it becomes part of professional routine rather than optional activity.

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## 1. Build it into *protected time*, not “extra time”

If training is optional and sits outside working routines, it will **always lose** to urgent school demands.

- Allocate **INSET time slots specifically for courses**
- Or create a **30–45 minute fortnightly “training block” perhaps during staff meetings**
- Or assign it as part of **directed CPD hours**, not discretionary time

The key shift: from “*do this when you can*” → “*this is scheduled work time*”.

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## 2. Make it a team effort

- Do **group training** – courses like wellbeing, mental health & personal development particularly benefit from working in a team – just use the training on a projector.
- Set a **year group or department completion goal**
- Share progress **publicly**
- Celebrate team achievements as well as individuals

This creates social momentum without pressure.

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## 3. Make it visible in accountability structures

Ensure that training is tracked and reviewed.

- Ask Istek for a monthly or termly “**who has completed what**” **summary**
- Ask staff to send **copies** of all **certificates** achieved to central point.
- Establish achievable **targets** – what and when - & **follow up** on this
- Link completion of training to **performance management / appraisal evidence**

Not punitive—just visible enough that it doesn’t disappear.

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## 4. Use training that is formatted in “micro-win” modules

Long courses often get abandoned because staff never finish them. To improve uptake:

- Use the courses indicated in our course list as **micro module courses**. Staff can then complete short modules and *feel they have accomplished a step*
- Use the courses indicated in our list **1 hour in duration**. Staff can then complete entire short courses and *feel they have accomplished this training*.

Completion matters.

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## 5. Create incentives and recognition

**Everyone** responds well to recognition systems.

- “CPD Champion of the Month” or celebration of completion milestones
- Small perks like first choice of training days or resources
- Ask people who have completed courses to run short sessions at meetings

Simple recognition helps reinforce positive professional habits

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## 6. Get SLT to model it

If leadership teams aren’t visibly engaging staff will quietly assume it’s optional or low priority

Even a simple:

- “SLT completed module X this week” message can significantly shift uptake.
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## 7. Use “line manager prompts”, not central reminders

Whole-school emails rarely change behaviour. It’s better if:

- TAs or support staff are prompted by their **line manager in 1:1s**
- “Have you completed X this fortnight?” becomes a routine question
- Departments or year teams review it briefly in meetings

Peer-level expectation drives action more than top-down messaging.

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## 8. Attach training to immediate school problems

Staff engage when it clearly solves something they’re currently dealing with.

- “This module helps reduce behaviour incidents in corridors”
- “This saves admin time on parent communication”
- “This cuts repetitive tasks”

If it feels abstract CPD, it gets deprioritised.

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