Leadership and Governance – Professional Learning Audit

Focus area	Actions	Evidence	RAG	Next steps
Leaders establish a strong culture of staff professionalism	Set clear expectations; model professional conduct; embed reflective practice in staff meetings	Code of conduct, CPD plans, appraisal records, staff meeting minutes		
Leaders prioritise and participate in professional learning	Attend and lead CPD sessions; engage with local/national leadership programmes; model learning in practice	Attendance certificates, CPD logs, session plans, evidence of leaders applying learning		
Staff access high-quality, sustained, evidence-informed professional learning aligned to whole-school, subject, and individual priorities	Map CPD to school improvement plan; evaluate impact regularly; ensure coherence between whole-school and individual CPD	CPD calendar, impact evaluations, staff appraisal records		
Leaders allocate time and resources to CPD	Protect CPD time in timetables; allocate budget for training/coaching; ensure workload balance	Staff timetables, budget allocations, workload feedback		
Professional learning includes purposeful collaboration	Establish subject/phase teams; schedule peer observations; embed collaboration on inclusion and adaptations	Planning meeting notes, observation logs, collaborative project reports		

CPD draws on best available evidence and external expertise	Use research-informed CPD; bring in external experts; disseminate best practice from other schools	CPD plans referencing research, external provider evaluations, research summaries		
Support for ECTs and trainees	Assign mentors; schedule regular check-ins; track ECTs against the Early Career Framework	Mentoring logs, development plans, ECF records		
Staff continually improve their expertise	Encourage professional reading groups, reflective journals, and lesson study; celebrate innovation	Lesson study reports, staff reflections, examples of practice changes		