

Mid-Career Teacher Professional Development Framework

This simple framework outlines how schools can offer purposeful, engaging professional development for mid-career teachers, specifically colleagues who are beyond the Early Career Framework but not on formal leadership pathways.

Strand	Aim / Rationale	Example Opportunities	Typical Time Commitment
Deepening Subject & Pedagogical Expertise	Keep practice fresh and evidence-informed; sustain passion for teaching.	<ul style="list-style-type: none"> • Subject inquiry projects (e.g. improving feedback in MFL) • Joint curriculum redesign work • External subject network membership or conferences 	0.5 days per term or ongoing
Coaching & Mentoring	Share expertise and develop professional capital.	<ul style="list-style-type: none"> • Train as mentor for ECTs or ITTs • Peer coaching triads • Lead departmental or phase coaching cycles 	3–6 hours per half term
Research & Inquiry Pathway	Develop reflective, evidence-led practice.	<ul style="list-style-type: none"> • Practitioner research or “Teaching Fellowship” project • Enrol on part-time MA or Chartered Teacher programme • Present findings at internal CPD showcase 	Year-long cycle; 6–8 hours per term
Influence Without Hierarchy	Provide progression routes outside leadership; recognise excellence.	<ul style="list-style-type: none"> • Lead Practitioner or Specialist Teacher status • Co-lead INSET or twilight CPD • Chair a Professional Learning Community (PLC) 	Variable: 1–2 hours per fortnight
Broader Contributions	Broaden impact and sustain engagement through variety.	<ul style="list-style-type: none"> • Lead cross-curricular initiative (e.g. literacy, oracy) • Develop community or enrichment project • Support cross-school collaboration (trust-wide project) 	Project-based; flexible
Voice, Autonomy & Recognition	Empower mid-career teachers to shape school development.	<ul style="list-style-type: none"> • “Teacher Innovation Fund” – bid for small projects • “Think Tank” meetings to advise SLT • Annual Teaching & Learning exhibition to celebrate work 	Termly forums or annual showcase

Implementation Principles

- Voluntary but valued: opportunities are opt-in, not imposed, but visibly recognised in appraisal or career review.
- Time protected: regular release time or directed time allocation sustains engagement.
- Celebrate outcomes: internal sharing (e.g. TeachMeet, newsletter) reinforces professional identity.
- Link to priorities, not bureaucracy: align with whole-school improvement, but avoid target-driven feel.

Useful Links

- Teacher Development: The Landscape in 2025, Teacher Development Trust: <https://tdtrust.org/research/teacher-development-the-landscape-in-2025/>
- Global report on teachers: what you need to know, UNESCO: <https://www.unesco.org/en/articles/global-report-teachers-what-you-need-know>
- Recruiting, retaining and supporting teachers, Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/recruiting-retaining-and-supporting-teachers>
- Revisiting the teacher retention crisis: recommendations for change: https://www.educationsupport.org.uk/about/about-us/policy-campaigns-and-influencing/revisiting-the-teacher-retention-crisis-recommendations-for-change/?utm_source=CST&utm_medium=website&utm_campaign=RetentionPaper
- Teacher Recruitment, Retention and Career Progression, Chartered College of Teaching: <https://chartered.college/research-and-policy/publications/teacher-recruitment-retention-and-career-progression-a-guide-for-school-leaders/>
- Well-Being by Design, Simon Addison, Principal and School Improvement Executive, University of Brighton Academies Trust: https://www.linkedin.com/posts/simon-addison-05675472_wellbeing-by-design-teachers-and-leaders-activity-7391071242893664257-ShBP?utm_source=share&utm_medium=member_desktop&rcm=ACoAABbf0l0BY-9cCrh8fW39Px46utO-rlZSq8Y