

Overall Problem	Specific Problem	Principal Inputs	Outcomes	Overall Aim
<p>The quality of teaching and leadership could be even better if:</p> <p>access to high quality ITT and then career-long CPD that is evidence-informed was consistent and accessible to all;</p> <p>needs were clearer defined, leading to high quality solutions that were effectively implemented</p>	<p>Teachers</p> <p>Recruiting and retaining teachers is often challenging because they face barriers to accessing and implementing the best knowledge and training that meets their development needs</p>	<p>High-quality, coherent, accessible ITT programmes</p> <p>Supportive and effective Early Career training, underpinned by an effective Appropriate Body.</p> <p>High quality CPD pathway for all teachers and leaders, building on DfE and EEF programmes.</p>	<p>Teachers</p> <p>More teachers enter and stay in teaching because they are inspired, supported and empowered to develop evidence-informed knowledge</p>	<p>Every school has access to the people and professional knowledge to enable them to reach the best educational outcomes for all children and young people, especially disadvantaged groups</p>
	<p>Leaders</p> <p>Identifying priorities, solutions and effective implementation plans is often challenging because leaders face barriers to accessing the best knowledge and training to support their development needs</p>	<p>Implementation of the best evidence-informed pedagogy and growing a research mindset</p> <p>Pupil Premium, SEND and Whole School reviews</p> <p>Subject and Leadership networks and support</p> <p>Auditing, capturing and building knowledge capital, building on local needs</p>	<p>Leaders</p> <p>Precisely address priorities with solutions that are effectively implemented and – as a consequence – have a better chance of success</p>	
	<p>Pupils</p> <p>Access to the best education is made more challenging because their teachers and leaders face barriers to accessing the best knowledge and training to support their development needs</p>	<p>Data analysis and evaluation of school performance over time to be diagnostic of needs</p> <p>Innovative approaches, including use of EdTech, to make all programmes accessible and high quality.</p> <p>Effective communication to all schools.</p>	<p>Pupils</p> <p>More pupils, especially from disadvantaged groups, make better progress in their education because of high quality teaching and leadership</p>	
	<p>Systemic</p> <p>Parts of the educational system is fragmented leading to uneven access to the best knowledge and training that supports teachers' and leaders' development needs</p>		<p>Systemic</p> <p>All schools – regardless of phase, type or location have access to training and support of the highest quality.</p>	