



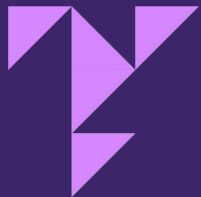
# Evidence to the Teaching Commission

**Gareth Conyard, CEO, TDT**  
**13 February 2026**



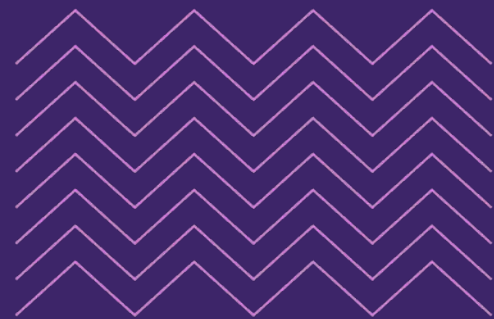
# Two key questions

- What is the current state of CPD?
- What needs to be different and how do we achieve that (including in response to the CAR)?



# The current state of CPD

What do we know about what is actually  
happening in schools?





# Headlines

We undertook a first-of-its-kind, comprehensive survey\* to get the views of teachers and school leaders on the current state of CPD in the system. We found:

- Around £1bn a year is spent on CPD for teachers and leaders in England.
- But access remains uneven, and too much CPD is ineffective or unevaluated:
  - Around half of respondents spent less than 3 days on formal CPD in 24/25. 1 in 5 spent less than a day or no time at all. Fewer than half say CPD is encouraged.
  - Only 1 in 4 respondents say CPD is chosen to adequately reflect pupil needs. Only 1 in 10 say it reflects the needs of staff.
  - Only one third of CPD is evaluated based on outcomes for pupils.

**We are spending scarce resources in ways that have little impact on the teacher quality needed to help pupils.**



\*The research was conducted by YouGov using an online survey of **1,085 teachers and leaders** drawn from YouGov's panel, with fieldwork taking place between the 22<sup>nd</sup> May and 5<sup>th</sup> June 2025 and experiences sought related to the **academic year 2024/25**. Financial data was drawn from DfE sources.



*“Our evidence suggests that a de facto entitlement is already in place, given the amount of money being spent; however, the lack of meaningful coordination and strategy means it is far less effective than it needs to be. Even if more money were spent, we cannot be confident it will be effective against this backdrop.”*

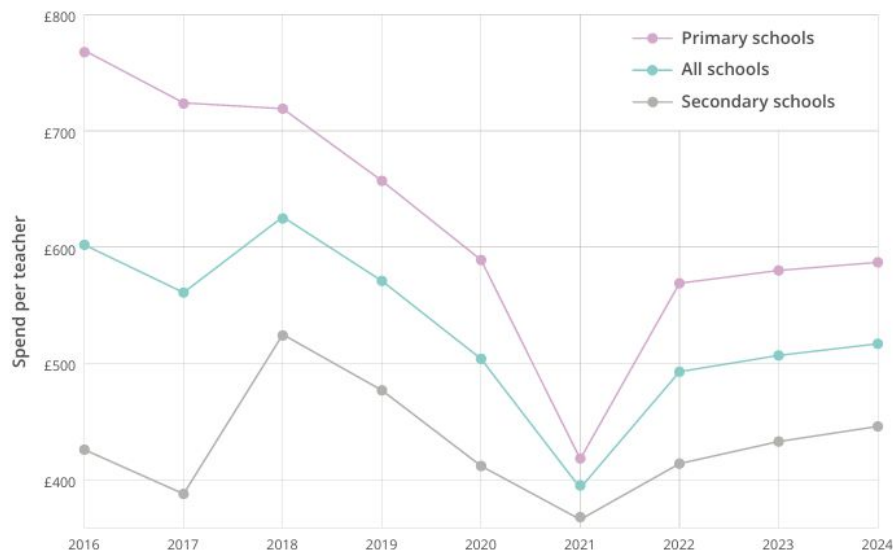
*TDT CPD Landscape Report, 2025*





# Spend on CPD

Staff development and training spend per teacher at mainstream state schools



- **State school direct spend** on CPD has flat-lined in recent years, after a steady (and then drastic) fall before and during the pandemic. In 23/24 it stood at **£225m**.
- **Government spend** varies depending on priorities, but currently stands at **£215m** a year and is likely to be higher.
- **INSET** is the biggest investment, covering 5 days out of the 195 days every teacher is contracted to be in school. This equates to **£590m** a year.

**In total this means £1bn a year spent on CPD in England.**



# Access to formal CPD

## Total Time Spent on Formal CPD

Respondents were asked to describe the total amount of time they had spent on formal CPD.

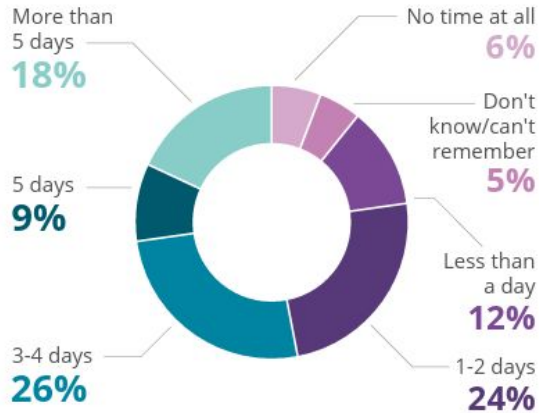


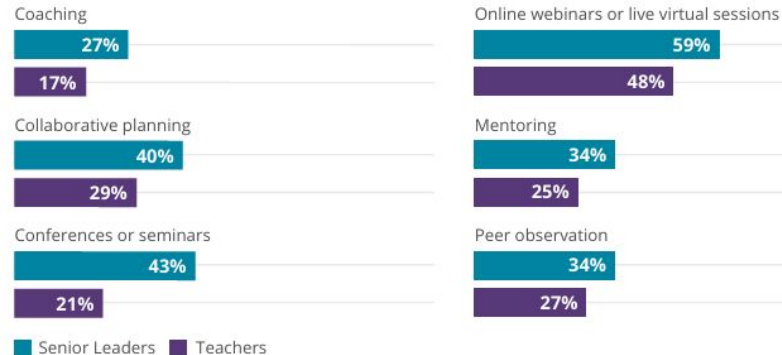
Fig. 1



**5** in **10** respondents reported spending 3 or more days on formal CPD in 2024/25 (53%).

- 70% of formal CPD takes place within school
- Most common is the face-to-face workshop. Least common is coaching.
- Leaders do more than teachers.

## Type of Formal CPD by Role

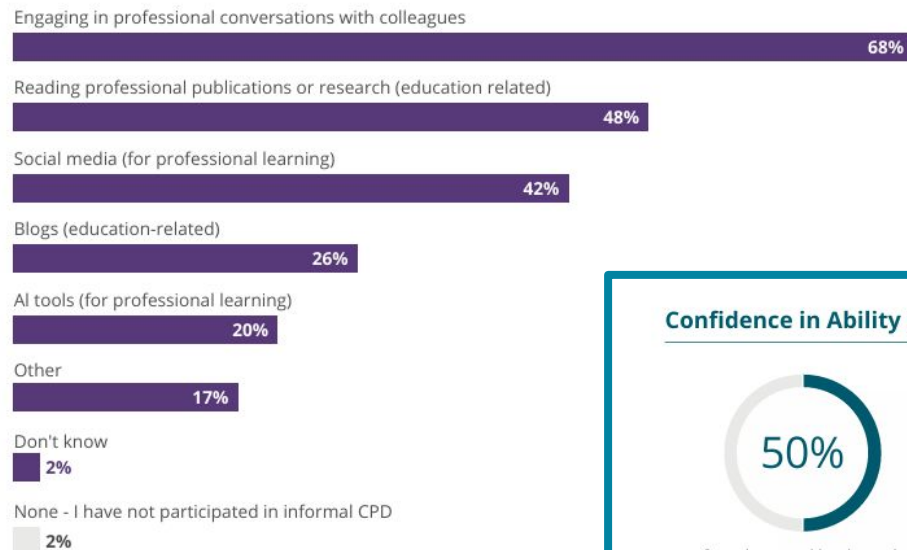




# Access to informal CPD

## Types of informal CPD

Respondents were asked which formats of informal CPD they had engaged in.



- Professional conversations are the most common source of informal CPD.
- Confidence in choosing the right CPD increases over time in the profession.

## Confidence in Ability to Choose by Tenure



Fig. 12

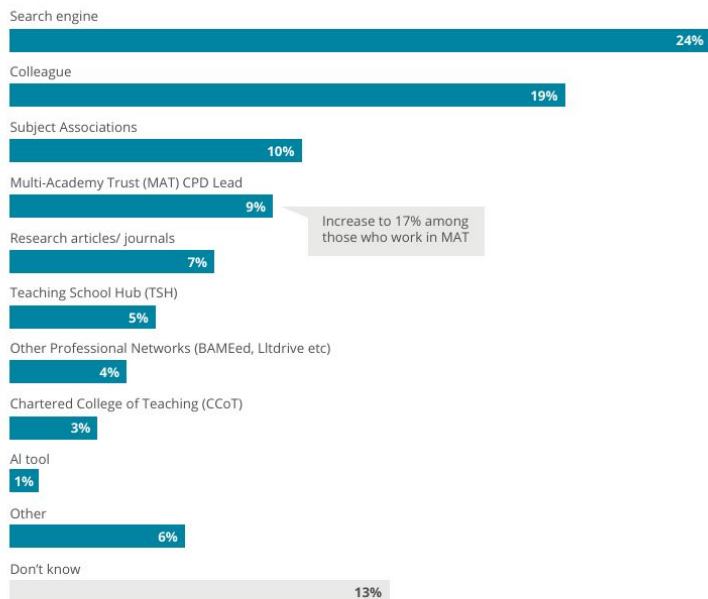


# Finding CPD

- Despite heavy investment in structures, search engines are still the most common source of information.
- Time is a bigger barrier than cost.

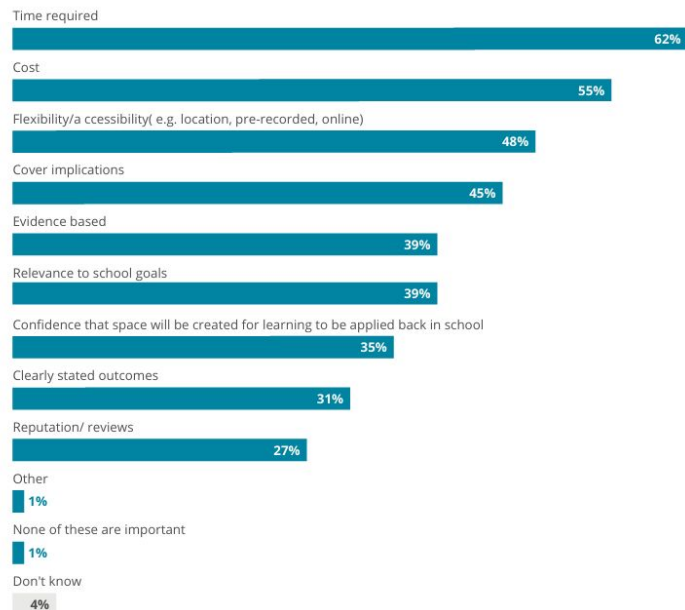
## Searching for Relevant CPD Opportunities

Respondents were asked to identify where they might begin searching for CPD opportunities to develop their teaching or leadership practice.



## Important Factors When Selecting in CPD Opportunities

Respondents were asked to identify any factors that are important when they are selecting their own CPD opportunities





# Impact of CPD

Respondents were asked to consider the extent to which the CPD they had engaged in impacted their ability to do their role.



## Formal - Top 3

Coaching

74%

Conferences or Seminars

72%

Peer Observation

70%

## Informal - Top 3

Education-related podcasts

76%

Blogs

74%

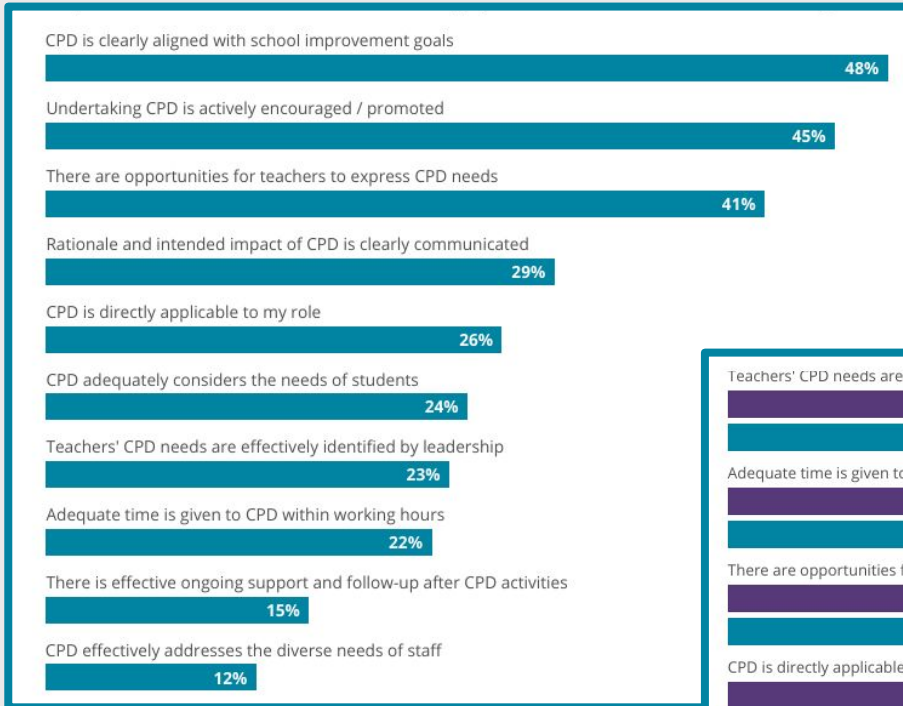
Professional publications or research

69%

- Over a third of CPD has limited or no impact on the ability of a teacher or school leader to do their role.
- Coaching is considered the best formal CPD, and yet it is the least well engaged with in the system.



# Perceptions of CPD

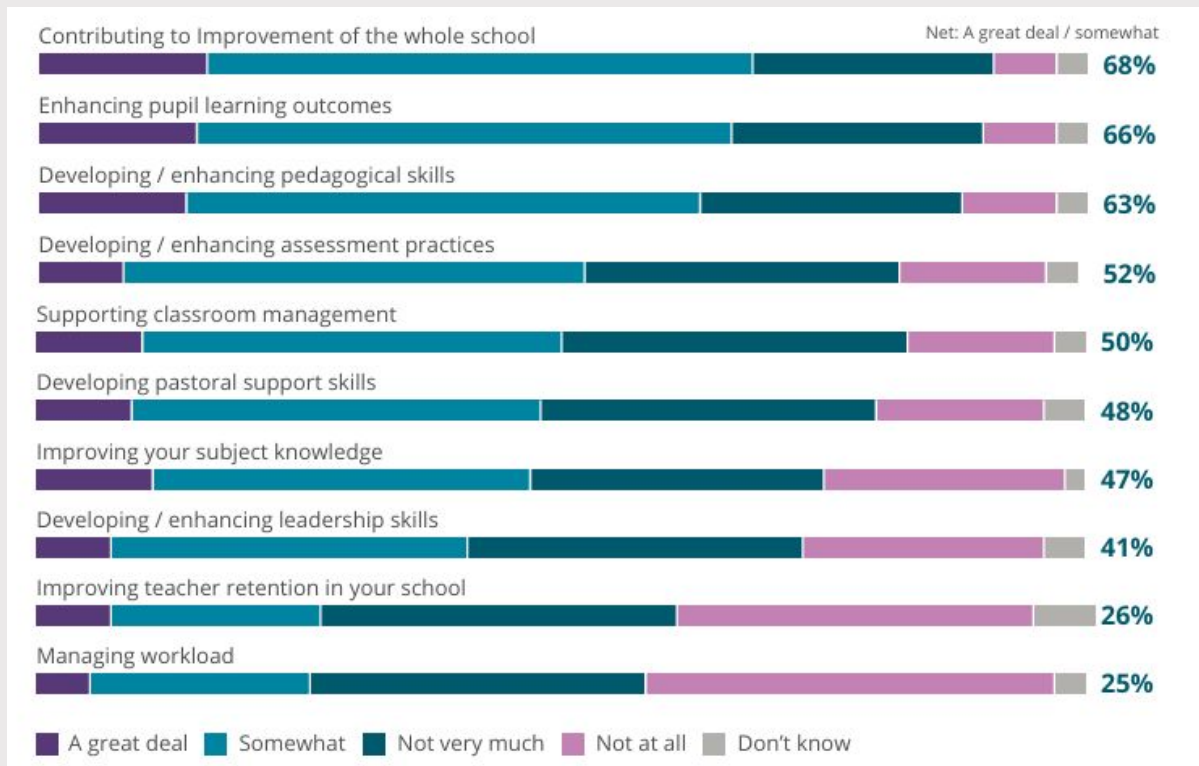


- Less than half felt CPD was chosen to align with school improvement goals. Only 1 in 4 felt it was addressing the needs of students or was applicable to their role.
- Only 15% felt there was proper ongoing support.
- Senior leaders are consistently more positive than teachers in their perceptions.





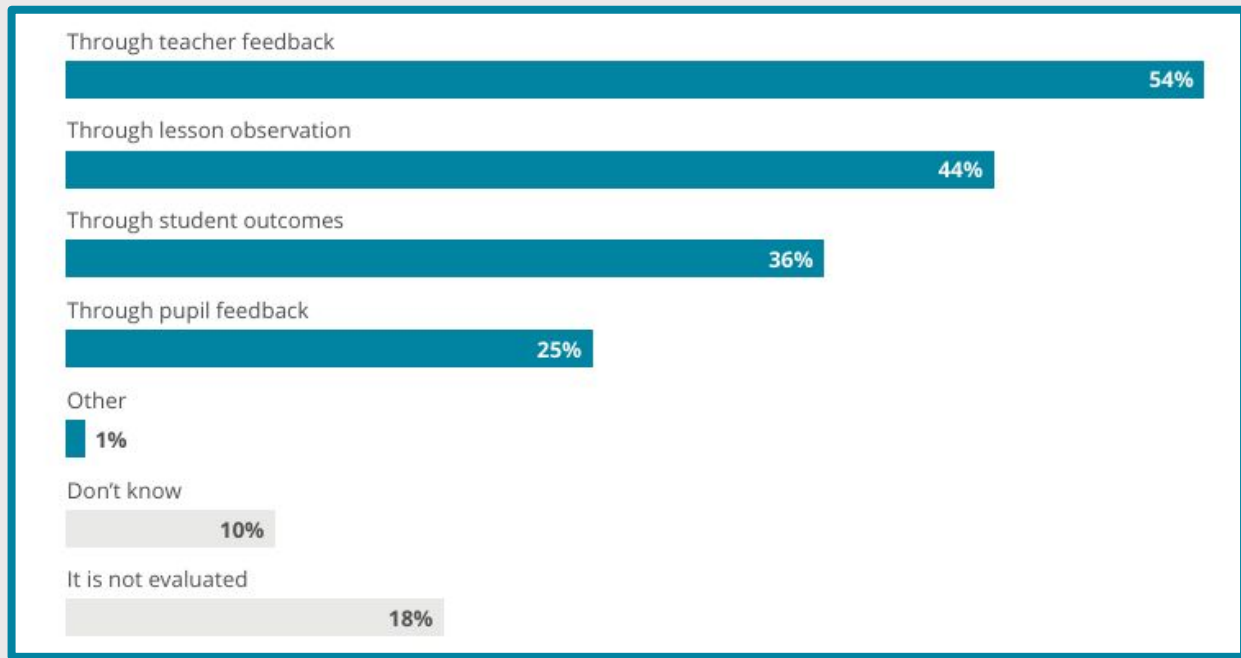
# Impact of CPD by area



- Nearly 70% of CPD is considered to contribute to whole school improvement and two-thirds to enhance pupil outcomes, even though these are not considered to be key drivers when choosing CPD.
- Only half felt CPD was supporting classroom management despite it being a major focus.
- Only 1 in 4 felt current CPD helps to improve teacher retention or manage workload.



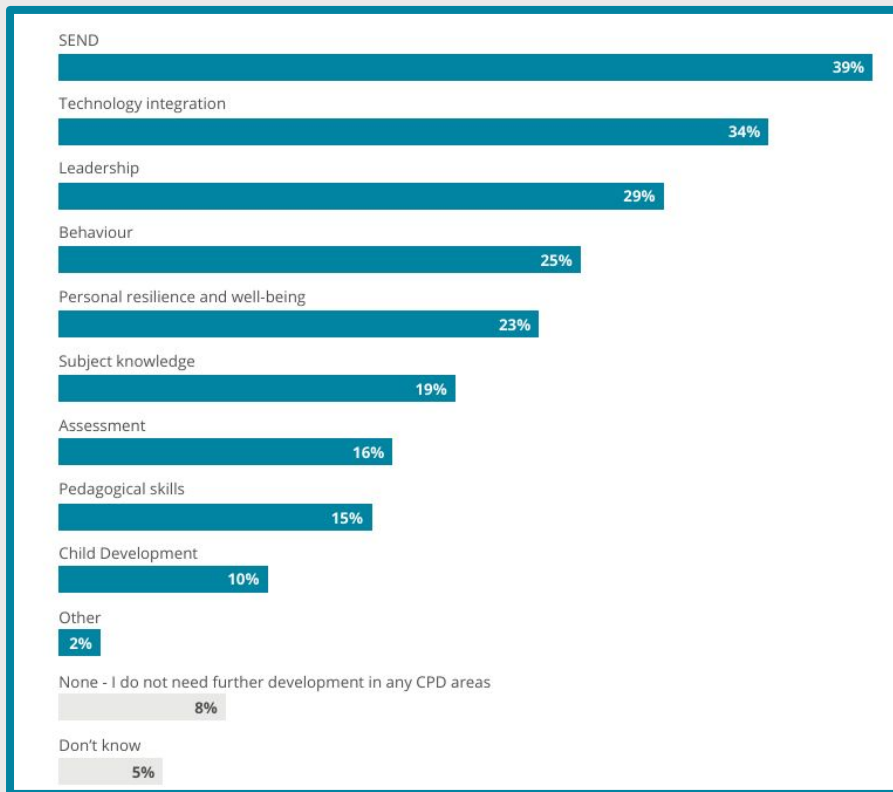
# Evaluation of CPD



- Only around a third of CPD is evaluated based on pupil outcomes, so there is a question about how impact is known.
- Over half is based on teacher feedback, which is not necessarily reliable.
- Nearly 20% of CPD is not evaluated at all, with a further 10% unknown.



# Future CPD needs



- CPD around SEND is seen as the biggest future need (39%), followed by technology integration (34%).
- Pedagogical skills and child development training needs are much lower (15% and 10%).
- Overall 8% say they need no further development. This is much more common amongst those who have been teaching for 16 years or more, except in the area of technology integration.



# What needs to change?

How does the system need to respond to the CAR to ensure the best possible implementation?





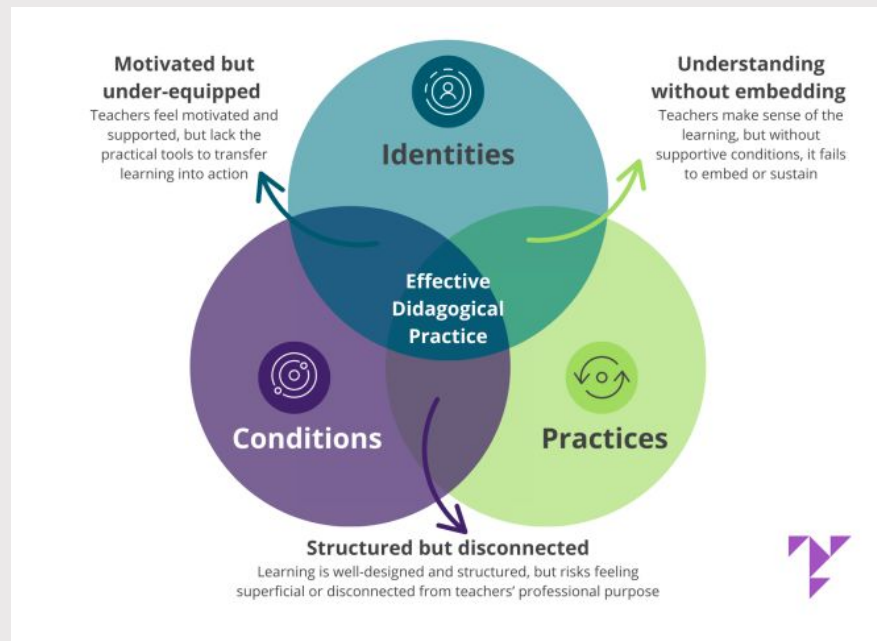
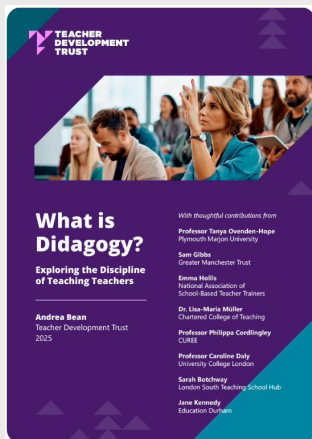
# Money isn't everything

- Effective targeting of spend is more important than just pumping in money
- DfE needs to understand its role as custodian of the market – current practice (short-term injections of cash for specific purposes) has a long-term negative impact
- Coordination of initiatives – ECF, NPQs, Curriculum Hubs, SEND, TSHs – is essential



# Effective CPD is about more than the evidence

- Our Didagogy report highlights the importance of thinking clearly about the ‘teaching of teachers’





# Role of Subject Specificity

- CPD needs to be well-designed, well-implemented, and applicable to context
- Subject knowledge is key to confidence, aptitude, and efficacy
- CAR implementation needs to take this seriously. This means doing it well, in a coordinated way, and thinking long-term.
- Collaboration is key. Think 'done with' not 'done to'

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# Enrichment as an integral part of the process

- The role of CPD is to support what teachers do – in all parts of their job
- How will enrichment be encouraged, supported, and judged?