

## **COBIS Training Schools Application Guidance – 2026**

Please complete the [application form here](#) to apply for COBIS Training School status from 2026/27 using the guidance in this document to support your application.

**Tip: Progress on the form cannot be saved; schools are advised to complete responses separately (see questions below) and copy these over when ready to submit their application. Please note the character limit of 4000 characters for each response.**

Supporting evidence can be provided as hyperlinks within written responses, or uploaded, as up to five single files on the upload at the end of the form. Please note that all application material, with the exception of personal contact details, will be shared with CPD Leaders from current COBIS Training Schools for assessment and review. Please do not include any personal data relating to staff or students in the application or supporting evidence.

### **Consent and Data Protection**

By submitting the form, you agree to the content of the application and supporting documents being shared with those individuals who will be assessing the application. This includes COBIS Head Office Staff, COBIS Board Members, and members of the COBIS CPD Leaders network from current COBIS Training Schools.

### **Application fee:**

Applications will be subject to a non-refundable fee of £325 plus VAT. Applications should only be submitted with the approval of the Headteacher.

### **Application deadline:**

13:00 (UK time) on 13th March 2026.

For more information about Data Protection and how COBIS handles personal information, please see the COBIS Privacy Policy: [www.cobis.org.uk/privacy-policy](http://www.cobis.org.uk/privacy-policy)

## **1. Initial Teacher Training**

### **1A. Provide an overview of the school's involvement in Initial Teacher Training (ITT) (4000 character limit)**

*Guidance notes: e.g. AO QTS; PGCE(I); ECT induction; partnerships with Universities; trainee placements; other; include numbers of teachers trained over the past three years and providers*

### **1B. Provide an overview of training, support and evaluation for mentors working with trainee or new teachers**

*Guidance notes: How are mentors identified/selected? What training do they receive? How are they assessed or evaluated?*

## **2. Progression routes, including wider workforce.**

### **2A. Provide an overview of the school's support of progression routes within the workforce (4000 character limit)**

*Guidance notes: e.g. from TA to HLTA or specialist; from unqualified Teacher (or TA) to qualified Teacher; from Teacher to Middle Leader; from Middle Leader to Senior Leader; preparation for Headship*

**2B. Provide an overview of the school's CPD offer for different members of the school workforce and, if relevant, wider community. Consider the value or relevance of the CPD, how it is evaluated, and the wider impact. (4000 character limit)**

*Guidance notes: Consider training for Teachers, TAs, Middle and Senior Leadership, Administration and non-teaching staff, other specialist staff (e.g. Pastoral Lead; SENCO; Counsellor; Librarian; Nurse), Governors, Parents and the wider community. You may wish to consider why the school offers this training. How does it align with the school's strategic plans or vision? How does it map against DfE teacher CPD standards or other CPD research?*

*This could include safeguarding training (child protection, safer recruitment, e-safety); regulatory topics (first aid, data protection, hygiene, fire safety); curriculum, subject or phase-specific training; other training (e.g. SEN, EAL, Assessment, Wellbeing, IT/Technology); staff induction. You may wish to consider why the school offers this training. How does it align with the school's strategic plans or vision? How does it map against DfE teacher CPD standards or other CPD research?*

**3. Leadership of Professional Development**

**3A. Demonstrate strategic leadership of CPD within the school. (4000 character limit)**

*Guidance notes: Does the school have a CPD strategy/relevant policies? Who has responsibility for leadership of CPD? How is CPD strategy/provision aligned with the school development plan? How does it align with the school's wider vision or aims? How do leaders ensure sustainability and coherence of initiatives within the CPD offer?*

**3B. Provide an overview of the CPD culture and approach within the school (4000 character limit)**

*Guidance notes: You may wish to consider some of the following questions: Links to Appraisal How is CPD promoted/encouraged/embedded across the whole school workforce? How is the CPD strategy or vision communicated to staff? Is there a clear, shared vision of professional learning in the school and its positive impact on student outcomes? How is provision tailored to individual needs and stage of career? How are CPD needs identified? How are outcomes shared? How are external providers selected and evaluated? How are outcomes shared? What opportunities exist for knowledge exchange? How are the culture/mindset/skills needed to support effective CPD developed?*

**4. Different Approaches**

**Outline how your school engages with different approaches to professional development. (4000 character limit)**

*Guidance notes: This could include opportunities to engage with research; opportunities to undertake research; opportunities to share best practice (internally/externally); examples of working with other schools (including local schools); opportunities for staff to share their expertise/deliver training; examples of partnerships; professional learning networks.*

**5. Impact and Evaluation of CPD**

**Outline your school's approach to measuring impact of CPD on student outcomes and evaluating effectiveness of CPD. (4000 character limit)**

**6. Supporting Evidence:**

You can choose to hyperlink supporting evidence (e.g. policies; training resources; syllabi; programme guides; feedback summaries; etc.) into your written responses or submit up to five single, files using the upload function at the end of the form.

Please do not provide any personal data (e.g. staff or student names, contact details, etc.) Supporting evidence is optional. COBIS may request further evidence when the application is being assessed.

**Next Steps:**

Applications will be processed by COBIS and peer reviewed by a panel of CPD Leaders from current COBIS Training Schools. The final recommendation will be ratified by the COBIS Board. Feedback and the outcome of the application will be shared with schools within eight weeks of the application deadline.

***Thank you for submitting your application to be considered as a COBIS Training School.***