

Continued Professional Development Policy



September 2021

To be reviewed September 2023 or as required

Principles, Values and Entitlements

At our schools we value all our staff and governors and see them as the primary resource for effective teaching and learning. We actively encourage development opportunities.

We recognise that Continuing Professional Development (CPD) promotes high morale, motivation, self esteem and collegiality in the workforce. Staff development is necessary to ensure that staff have the skills, knowledge and understanding to deliver the school aims. It is important that the school is seen as a learning organisation for the adults within it as well as the pupils.

All staff members have an entitlement to high-quality induction and continuing professional development. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs. Equally, governors will have appropriate induction and training in order to carry out their duties effectively.

We are committed to staff development that balances school and individual priorities. Improving standards and the quality of teaching and learning will be the main focus for CPD planning and provision. However, professional development needs that individual staff members have identified will also be considered. This will be facilitated by creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

Professional development can take many forms and can be accessed:

- Within school
- Through cross-school and virtual networks
- Externally, through training, further study, the Local Authority, Further Education institutions, subject associations and private providers

Examples of professional development include; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school staff training, attendance at courses, visits to other schools and distance learning.

Leadership and Management of CPD

The Deputy Headteacher for Lower School is the named CPD coordinator. The CPD leaders are supported by the cross site senior team.

The CPD coordinators shall be responsible for identifying the school's CPD needs and those of the staff working within it. Individual staff CPD needs will be identified primarily through the appraisal process.

Whole school CPD is mapped through the curriculum CPD overview which will be linked to and integrated with the School's Development Plan. CPD planning will be informed by a range of sources:

- The needs of the school as identified through its self-evaluation (SEF) and outlined in the School Development Plan
- Outcomes from the staff evaluations and feedback

- Issues identified through monitoring, e.g. scrutinies, lesson observations, OFSTED, external audits, SIP visits
- national and local priorities, e.g. national strategies, local authority strategies, local community priorities
- Individual requests for CPD made outside of the performance management process

In order to demonstrate the impact of CPD on pupil outcomes, achieving school priorities, and, value for money, the School Development Plan will be evaluated and reviewed prior to the beginning of the new planning cycle. This review will inform the subsequent next development plan. This ensures:

- The budget is targeted at the priorities identified by the school – those identified through the SDP etc and those identified for professional development through the appraisal process
- The training needs of Early Career Teachers (ECTs) are recognised as a priority
- The Headteacher reports termly to Governors to inform the Governing Body of the ongoing professional development of staff

The school will ensure that it will use resources carefully to support CPD and that the budget is used to ensure best value.

Appraisal

The CPD programme will be informed by staff training and development needs identified by the reviewer and reviewee at the appraisal meeting. All staff are entitled to and will receive annual appraisals.

The governing body will ensure in budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches in an effort to match interests, career development and preferred learning styles of staff and to maximise the impact on improving teaching and learning within the school. CPD opportunities can be internal or external to the school and can involve courses, in-school training days, observation of best practice, visits to other schools, distance learning, team teaching, coaching and mentoring, secondment, research opportunities and shadowing.

Implementation of CPD

Phase Meetings

Phase meetings for teaching staff take place weekly. Development includes team building, a weekly core focus, exchange of ideas and advice on teaching and learning, moderation of pupil work, discussion on behaviour management and pastoral issues, subject coordinator input and collaborative planning

Weekly CPD

Weekly planned CPD for teachers and teaching assistants takes place once a week and all staff are expected to attend as part of directed time. Development includes pedagogy, subject specific, professional discussion, sharing good practice, examples of outcomes and expectation.

External CPD

All staff who undertake training beneficial to whole school development are expected to feedback at either department or whole school level. Applications for day courses must be discussed with the CPD coordinators as these may involve funding for supply cover and will need to match SDP priorities, or professional development needs indicated by appraisal or other reviews. The schools buy into the Local Authority (LA) CPD opportunities and all staff are encouraged to attend as many twilight courses as they wish.

Governor Development

Governors receive an induction programme on appointment which includes an information pack, a tour of the school and a one to one meeting with an established governor. New appointees should also attend the LA's training for new governors, ideally within a term of their appointment. Governors are encouraged to develop their own knowledge and skills through LA provided courses which the school buys into, and to make known any training needs they may have so these can be addressed as appropriate in order to ensure effectiveness in the role. Whole governing body training will be arranged periodically as needs arise or particular issues are identified.

Review and Monitoring

We evaluate the impact that CPD has on teaching and learning and raising standards through monitoring (including observations, work scrutiny, pupil voice), data analysis and appraisal.

Staff will have an opportunity to discuss individual professional development needs with their line manager, specifically during the appraisal process and through the monitoring review cycle.

Details of staff CPD to be reported annually in the Headteacher report to governors.

Health & Safety

All staff to receive appropriate health and safety training e.g. First Aid, Fire Safety Training. Such training will take place on school training days or staff meetings whichever is the most appropriate.

Clear health and safety procedures form part of school induction for all staff.

Equal Opportunities

Access to development opportunities must be available to all school staff regardless of race, age, gender, disability. Provision must conform to the requirements set out in the school's Equal Opportunity Policy.

Links with other policies

Staff Appraisal

Teaching and Learning Policy

Classroom Organisation and Display Policy