

## CPD POLICY

### Principles, Values and Entitlements:

1. All staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school workforce will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs.
2. The school believes that effective employees should take ownership of and give a high priority to professional development. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
3. The school will obtain appropriate quality standards in organisations that support effective CPD, where appropriate, eg. Investors In People and Basic Skills Quality Mark.
4. The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.
5. CPD planning will be inextricably linked and integrated with the School Improvement Plan and be based on a range of information:
  - the needs of the school as identified through its self-evaluation;
  - issues identified through other monitoring, eg. OFSTED and SIAMS;
  - national and local priorities, eg. national strategies, the Local Authority's Education Plan, and local community priorities;
  - Performance Management;
  - Feedback from staff and others, including governors, pupils and parents.
6. The school will have effective measures in place to audit the professional and personal needs of staff and link to the school's self-evaluation and performance management system. The school's CPD policy will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.
7. The school will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.
8. The school's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised frameworks such as the Department for Children, Schools and Families' Teachers' Standards Framework, NCSL's Leadership Development Framework, and the competency descriptions for Teaching Assistants, HLTA's, bursars, etc.
9. Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.
10. The CPD co-ordinator holds a senior responsibility within the school.
11. The school will interpret CPD in a broad sense, operating the principle of "fitness for purpose".

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## **CPD POLICY**

12. The school will support the professional accreditation of the professional development of staff.
13. The school will disseminate good and successful CPD practice that supports and improves teaching and learning.
14. CPD processes will be designed to widen participation, maximise inclusion and minimises bureaucracy.
15. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.

### **Leadership and Management of CPD**

1. The school will have a named CPD co-ordinator who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD co-ordinator will receive training as appropriate in order to fulfil this role effectively and attend useful provider's sessions.
2. The CPD co-ordinator shall be responsible for identifying the school's CPD needs and those of the staff working within it. The CPD co-ordinator should have a well-defined description of the role.
3. The CPD co-ordinator will be responsible annually for discussing with the governing body the main CPD priorities and likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.
4. CPD issues will be addressed at governing body meetings and be included as part of the Headteacher's report. The CPD co-ordinator shall attend governing body meetings as appropriate, including the annual presentation of a report on the provision and impact of CPD.
5. There should be robust, transparent arrangements for accessing CPD that are known to all staff.
6. There will be arrangements for annual discussions between staff and the CPD co-ordinator to discuss the following within the context of school priorities:
  - needs and aspirations;
  - methods of accessing CPD provision including the appropriate funding;
  - accreditation opportunities;
  - ways of disseminating the training.

Where appropriate, this will be combined with the Performance Management Process.

### **Planning for Effective CPD**

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- a) meet identified individual, school or national development priorities;

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## CPD POLICY

- b) are based on good practice – in development activity and in teaching and learning;
- c) help raise standards of pupils’ achievements;
- d) respect cultural diversity;
- e) are provided by those with the necessary experience, expertise and skills;
- f) are planned systematically and follow the agreed programme except when dealing with emerging issues;
- g) are based, where appropriate, on relevant standards;
- h) are based on current research and inspection evidence;
- i) make effective use of resources, particularly ICT;
- j) are provided in accommodation which is fit for purpose with appropriate equipment;
- k) provide value for money;
- l) have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

### Supporting a Range of CPD Activities

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- attendance at course or conference;
- in-school training using the expertise available within the school, eg. team teaching, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/ adviser or relevant expert such as an advanced skills or lead teacher, model or demonstration lessons;
- school visit to observe or participate in good or successful practice;
- secondments eg. with a regional or national organisation, an exchange or placement;
- opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- research opportunities eg. a best practice research scholarship;
- distance learning eg. relevant resources and training DVDs;
- practical experience eg. national test or exam making experience, opportunities to make a presentation, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
- job enrichment/ enlargement eg. a higher level of responsibility;
- producing documentation or resources such as ICT programme;
- coaching or mentoring – receiving or acting in these roles;
- partnerships eg. with a colleague or in a cross phase team;
- creating an improved learning environment within a school.

### Recording and Disseminating

The CPD co-ordinator will provide directly, or organise, guidance to staff on producing and updating an appropriate professional portfolio.

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Following professional development, the participant will discuss with the CPD co-ordinator the process by which to most effectively disseminate to other staff.

The CPD co-ordinator will also be responsible for ensuring whether any follow up is needed to the training.

The CPD co-ordinator will update records regularly and accurately of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement.

### **Assessing the Impact of CPD**

Annually the CPD co-ordinator shall conclude his/her report to the governing body with an assessment of the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school attainment;
- improved teaching and learning;
- increased pupil understanding and enthusiasm;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and career progression of staff

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