


Continuing Professional Development (CPD) Policy

Policy number	12	Person responsible	DD
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Signed		Date	1/2/26

Aim

We believe that effective CPD contributes significantly to provision improvement. An investment in the staff of a provision has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the provision.

In particular we believe that CPD is most effective when it is:

- Owned by staff – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop.
- Relevant to the context – be meaningful for the staff so they can have a positive impact on the students they work with.
- Builds on existing expertise – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- Collaborative and supported from within the provision – the most powerful learning occurs when opportunity is provided for debate and reflection.
- Sustained – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- Accesses external expertise – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from Oakwood or online networks or participating in virtual training etc.

We believe that effective CPD practice leads to the following impacts:

- Improves student learning
 - students engaged in a dynamic learning programme with staff are more likely to achieve
 - staff who develop skills and confidence can provide effective learning experiences for a wide range of students
- Improves delivery of sessions
 - develops and sustains skills which enable staff to do their jobs effectively
 - updating knowledge
 - develops best practice
 - enhances strong practice
 - develops specialisations thus improving session quality
- Helps to support staff appropriately
 - strengthens the recruitment and retention of staff
 - informs the appropriate deployment of staff
- Promotes a positive ethos and learning culture
 - through high expectations
 - through discussion, dialogue, trialing and reflection

- through building internal capacity
- Improves leadership
 - develops people's strengths
 - broadens people's ability to take a lead on whole provision initiatives
 - develops people to take up new roles
 - develops an understanding of the context in which staff work at national, local and provision level leading to greater cohesion in students' learning
- Contributes to provision improvement and transformation
 - by engaging staff as learners in collaborative enquiry
 - by sharing the knowledge and skills of all staff through collective responsibility for students and staff achievement
 - by valuing every individual

Values and Entitlements

All staff should take ownership and give a high priority to professional development and appraisal. All staff contribute as part of a team to the success of the provision and have a right of access to CPD. All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs.

Leadership and Management of CPD

The Director is also the CPD leader of the provision. The CPD leader will receive training as appropriate in order to fulfil this role effectively and will ensure an effective programme of CPD is available from induction throughout the length of service to the provision.

CPD planning will be based on a range of information and priorities:

- Safeguarding expectations (KCSiE)
- Health & safety – fire, first aid risk assessments etc
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual student needs e.g. physical needs, communication needs, manual handling and behaviour challenges
- Reviews of provision programmes
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process

The provision will ensure there is a budget put aside for CPD annually and that this budget is used to ensure best value.

There are robust, transparent arrangements for accessing CPD that are known to all staff. These will be subject to regular monitoring to ensure that CPD is provided in a non discriminatory way.

Training can be in-house, (including peer support), or attendance on courses for individual staff according to recommendation/requests arising from their Appraisals. In addition, in-provision training is conducted in groups or for the whole staff at regular intervals.