



# CPD Policy

Status:	
Responsible person:	Headteacher
Responsible Governors' Committee:	Finance and staffing
Date first approved by Governing Body:	23 March 2016
Ratified date:	6 July 2016
Review date:	July 2017

Signed .....M Williams Chair of Governors

Date 6<sup>th</sup> July 2016

---

## **PENKFORD SCHOOL CPD POLICY March 2016**

### **Principles, Values and Entitlements**

1. Penkford School believes that effective teachers 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 improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
  2. All staff, teaching, support staff and governors have an entitlement to equality of access to high quality induction and continuing professional development. All members of the school community will have opportunities through performance management, professional development review and through other mechanisms to discuss their professional development needs.
  3. The school will work to achieve appropriate quality standards through the School Self Evaluation process and organisations that support effective CPD, e.g. Quality Marks.
  4. The central emphasis will be on improving standards and the quality of learning and teaching. The ultimate aim is improvement in the practice of individuals and teams to create a learning community. This will develop our capacity for continuous self improvement within a supportive and collaborative culture.
  5. CPD planning will be linked to and integrated within our School Development 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, e.g. OFSTED, quality standards such as Investors in People
    - national and local priorities, e.g. national strategies, the LA development plans and local community priorities
    - teacher appraisal, support staff and administrative staff development reviews
    - feedback from staff and others including governors, learners 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 appraisal and professional development system. The school's CPD policy will address the needs created by national and local priorities; the needs of the school and the aspirations and development needs of individuals.
  7. The school will endeavour to source the provision of CPD according to the principles of best value.
  8. The school's CPD provision will encourage staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the Teachers Standards Framework; Leadership Development Framework and competency descriptions for Teaching Assistants, HLTAs, bursars, etc.
  9. The school will support accreditation of the professional development of staff.
-

10. The school will disseminate good and successful CPD practice that supports and improves learning and teaching.

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

1. The school will have a named CPD co-ordinator on SLT who holds a senior responsibility within school. The CPD Co-ordinator will receive training as appropriate in order to fulfil this role effectively.
2. The CPD Co-ordinator will discuss with the head teacher, other SLT and governing body as appropriate the main CPD priorities and the likely budgetary implications of addressing these needs.

The Governing Body has decided that staff requests for funding for college courses – evening and day release will be agreed on an individual basis. The decision will be based on how relevant the course is for the needs of the school linked to the School Development Plan (SDP). Governors agreed that all Professional Development should be encouraged. Long term courses that are directly linked with the SDP and have been discussed at professional development reviews with the SLT will be 50% funded upon successful completion of each module or unit. Exception is SENCO award which is mandatory.

3. CPD issues will be addressed at governing body meetings and be included as part of the head teacher's report. The CPD Co-ordinator will attend governing body meetings as appropriate to report on CPD.
4. There will be clear arrangements for accessing CPD that are known to all staff.
5. There will be arrangements for discussions between staff, SLT and the CPD Co-ordinator to discuss the following within the context of school priorities:
  - needs and aspirations
  - methods of accessing CPD provision including appropriate funding
  - accreditation opportunities
  - ways of disseminating the training

Where appropriate, this will be combined with the appraisal process and development review for support staff.

### **Planning for Effective CPD**

The school arrangements for CPD need to balance effective 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 should:

- meet identified individual, school, local or national development priorities
- be based on good practice – in development activity and in learning and teaching
- have identified, planned impact on practice
- help raise standards of achievement for learners
- provide all staff with opportunities to improve and develop their skills to teach and extend basic skills
- provide all staff with the opportunity to assess the quality and effectiveness of materials, equipment and resources to develop basic skills
- respect cultural diversity and ensure equality of opportunity
- be based, as appropriate, on standards, current research and inspection evidence
- make effective use of resources and provide value for money

All CPD opportunities will be subject to school monitoring and evaluation systems including feedback to inform the quality of provision.

**Supporting a range of CPD activities:**

The school will support a wide range of CPD opportunities in an effort to match preferred learning styles of staff and to maximise the impact on learning and teaching within the school.

CPD opportunities include:

- attendance at a course or conference
  - in school training using the expertise available within the school, e.g. 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, master classes, model and demonstration lessons
  - visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances
  - secondments: with a regional or national organisation; an exchange or placement, with another teacher, school, higher education, industry, international exchange, involvement with governing body
  - opportunities to participate in award bearing work from higher education or other providers
-

- research opportunities: a best practice research scholarship
- distance learning: relevant resources, training material, reflection, simulation
- practical experience: national test or exam marking experience; opportunities to present a paper or contribute to a training programme; co-ordinating or supporting a learning forum or network; involvement in local and national networks
- job enrichment: a higher level of responsibility; front line working in someone else's job; acting roles; job sharing, rotation or shadowing
- producing documentation or resources such as a personal development plan; teaching materials; assessment package; ICT programme
- coaching and mentoring: receiving or acting in these roles; acting as or receiving the support of a critical friend; team building activity
- partnerships / collaborative work: with a colleague, group, subject, phase or whole school based

Team meetings and activities such as joint planning, observation or standardisation, special project working group; involvement in collaborative work across SEBD Schools.

- creating an improved learning environment within the school

### **Recording CPD and Impact on Pupils**

Guidance is available to staff on producing and updating an appropriate professional development record.

Following professional development, the participant will discuss with the leadership team or other member of SLT, the agreed process by which to most effectively disseminate developments to other staff and agree action to impact on practice.

Following dissemination, and as appropriate, the participant will complete or agree an action plan, monitoring strategy and success criteria to ensure impact on pupils and support school improvement.

Follow up development will be identified and agreed as appropriate by the participant and leadership team.

---