



CPD Policy

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Responsible Person:	Headteacher
Responsible Governors' Committee:	Finance and Staffing
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Signed:
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Chair of Governors

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Principles

We believe that effective CPD contributes significantly to school improvement. An investment in the staff of a school 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 school.

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. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- **Relevant to the context** – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- **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 school** – 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 Riverside, within the inclusive campus or from another school; visiting professionals or artists etc

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

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 teaching

- *develops and sustains skills which enables staff to do their jobs effectively*
- *updating knowledge*
- *develops best practice*
- *widens the repertoire of classroom skills*
- *enhances strong practice*
- *develops specialisations thus improving teaching quality*

Helps to support staff appropriately

- *strengthens the recruitment and retention of staff*
- *promotes personal and career appraisal enabling staff to make more informed choices about career pathways*
- *informs the appropriate deployment of staff*

Promotes a positive ethos and learning culture

- *through high expectations*
- *through discussion, dialogue, trialling pedagogical approaches with subsequent reflection*
- *through building internal capacity*
- *excellence in learning throughout the school*

Improves leadership

- *develops people's strengths*
- *broadens people's ability to take a lead on whole school initiatives*
- *develops people to take up new roles*
- *develops an understanding of the context in which staff work at national, local and school level leading to greater cohesion in students' learning*

Contributes to school 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 appraisal.
- contribute as part of a team to the success of the school 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.
- will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs.

Equally, governors will have access to effective training in order to carry out their duties effectively.

There will be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle. However, professional appraisal needs identified by individual staff will also be considered. The ultimate aim is the improvement in the practice of individuals through a supportive and collaborative culture extends the capacity for continuous self-improvement.

CPD planning will be linked and integrated with the School Development Plan and be based on a range of information and priorities:

- The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the School Development Plan
- Statutory requirements e.g. Safeguarding updates
- The needs of the school as identified through OFSTED and SIP reviews
- 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, positive handling, neurodevelopmental conditions
- Curriculum appraisal
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including governors, pupils and parents
- Resources – e.g. membership of professional bodies; purchase of books/journals

The school will ensure there is a budget put aside for CPD and that this budget is used to ensure best value. This will be agreed with the governing body and made explicit in the school budget. It will be used equitably across the whole staff.

Appraisal

- The school's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives.
- 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.
- The head teacher will report to governors annually about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD.

- If there are competing demands on the school budget between CPD identified for a reviewee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however, the aim will be to meet all reasonable requests for CPD.
- The school addresses the CPD needs of support staff by ensuring that there are also sound appraisal procedures in place for every member of the support staff. This reflects the importance attached to the role support staff play in the school.

Leadership and Management of CPD

The Deputy Headteacher will lead on CPD in areas related to PDBW, Health & Safety and Safeguarding. The Assistant Headteacher will lead on CPD related to Teaching, Learning and Assessment, including oversight of ITT and NQT programmes. There will be 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.

The school evaluates the impact that CPD has on teaching and learning and the progress that students make, including monitoring, observations, data collecting and appraisal.

Supporting CPD Initiatives

The school supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning approaches of staff to maximise the impact on improving teaching and learning within the school.

These CPD approaches will include:

- Attendance at a course or conference
- In-school training using the expertise available within the school e.g. behaviour management, sharing good practice, classroom observations, TeamTeach refresher sessions, TLA Hub sessions
- School-based work through accessing an external consultant or relevant expert e.g. joint learning walks to quality assure our monitoring and evaluation processes
- Peer coaching
- Professional networks with other mainstream and special schools. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Opportunities for teachers to develop their subject expertise
- Opportunities to participate in accredited learning
- Distance learning e.g. online modules
- Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks
- Producing documentation or resources e.g. teaching materials, assessment frameworks
- Course delivery - as part of the planned outreach programme, staff are encouraged to undertake delivery of CPD to other agencies within their own specialist areas e.g. SEN training to colleagues from other settings, joint training for support staff at the local PRU, TeachMeet workshop offers to local colleagues
- Partnerships e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, research, observation, special project working groups.
- Creating an improving learning environment within the school

Neurodevelopmental Condition CPD

Penkford School recognises that students with a complex range of neurodevelopmental conditions including Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorders (ASD), Fetal Alcohol Syndrome (FAS) and those who have unspecified social and emotional developmental needs present unique barriers to learning which we strive to cater for i.e. ADHD and ASD students' needs

can be clustered within the Diad of Impairments, and those with SEMH needs may need a particular focus on addressing anxiety and communication needs.

The Deputy Head teacher, in conjunction with the SENCO, leads on organisation and oversight of CPD programmes related to specific pupil needs as outlined in their EHCP documentation. These can be in-house training sessions (including peer support), or attendance on courses for individual staff according to recommendation/requests arising from their appraisal meetings. In addition, in-school training is conducted in groups or for the whole staff at regular intervals.

Monitoring and Evaluation

Staff are expected to fill in an 'Evaluation of Course' form when they return from an external course. This identifies how the course will be fed back to other staff members and whether the course would be beneficial for other staff to attend. This is monitored and collated by the business manager for SLT and Governor review throughout the year.

The Deputy Head teacher includes a termly evaluation of PDBW-related staff CPD on IMPACT sheet reports to Governors. The Assistant Head teacher includes a termly evaluation of TLA-related staff CPD on IMPACT sheet reports to Governors. These are discussed with SLT and evaluation is used to inform the next cycle of CPD planning. SLT are responsible for monitoring CPD to ensure that it is at the centre of school improvement.