



Bungay High School...

Continuing Professional Development



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Opportunity and Excellence for All





Continuing Professional Development

1. Vision

We believe that our people are our most important asset. Without the skills and knowledge of all our staff, our students would not enjoy and achieve, remain safe and healthy, have opportunities to contribute to the wider community or achieve economic wellbeing.

We believe that all colleagues should have equal opportunities to continually develop and update their skills in order to meet the diverse and changing needs of students and should be pro active in both identifying and meeting their professional development needs.

2. Aims

These may be summarised as follows:

- To establish a learning community where both staff and students continually seek to improve their knowledge, skills and understanding;
- To ensure that all staff have an entitlement to effective, sustained and relevant professional development
- To provide a wide range of opportunities for staff to develop their professional skills, knowledge and expertise.

3. Priorities

Priorities for CPD will be informed by School Improvement/Development Plans, team/faculty plans and through the Performance Management process. Funding will be delegated to individuals/team to support development activities that help meet these priorities.

4. Definition of CPD

Anything that contributes to the development of an individual's professional work is regarded as continuing professional development. This includes but is not limited to coaching and mentoring, in-house training, formal courses, meetings, work shadowing, project management, on line learning, reading, job swaps and keeping reflective learning journals, examining.

5. Personnel

The CPD Leader is responsible for:

- With other members of the SLT, articulating the strategy for CPD based on priorities identified through the School Improvement Plans, Self Evaluation process, induction programmes and Performance Management;
- Ensuring the strategy is implemented, that resources (funds/expertise) for CPD are utilised effectively, that learning is shared widely and impact of CPD is both understood and maximised;



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- Developing partnerships with other schools, providers of CPD and the local community to increase access to CPD opportunities;
- Managing the CPD programme and budget in line with the CPD policy and school priorities.

Induction

- A thorough induction, vital to ensuring that colleagues new to the role feel quickly able to take on the responsibilities of their post. All new staff to the school, or those promoted internally, are entitled to an induction programme and will be allocated a mentor.

The Induction/ITT Co-ordinator is responsible for:

- For **Initial Teacher Training (ITT) Trainees**, the Induction/ITT Co-ordinator, who is the link between the school and the ITT provider will agree an appropriate induction programme with the ITT provider and the trainee.
- For **Newly Qualified Teachers** the induction programme will meet national and county standards, as well as introducing the school's philosophy, ethos, policies and working environment. This will be carried out by the Induction/ITT Co-ordinator in consultation with the CPD Co-ordinator, and others with relevant experience and expertise.
- For **Qualified Teaching Staff New to the School**, there will be a specific induction programme which will familiarise the person with school procedures, policies and the working environment. This will recognise the individual's own requirements in needing to acquire the specialist knowledge required to work at this school.
- For **Classroom Support Staff and Cover Supervisors** appointed, there is an induction programme carried out by the Induction/ITT Co-ordinator in conjunction with the Head of Inclusion and the CPD Co-ordinator. This will familiarise the appointed person with school timetables, routines, expectations, procedures and policies.
- For **Individuals Promoted Internally or Changing Posts**, there is a programme of induction between the appointed person and the line manager.
- **Midday Supervisory Staff** are supported in their introduction to school by the CPD Co-ordinator. They will be provided with guidance and will have a personal briefing from the nominated member of staff with responsibility for child protection.
- **Administrative Staff** are given an induction programme by the School Business Manager, in conjunction with the relevant teaching line manager if applicable. This will enable such staff to become accustomed to all the routines, their responsibilities, policies and procedures, as well as the use of available equipment.
- **New Premises Staff** are given an induction programme by the School Business Manager, who has responsibility for Premises and Health and Safety, to establish appropriate working practices for the maintenance of the buildings.
- **New Governors** are given ongoing LA training. The whole Governing body and the sub-committees receive additional training. New governors will be assisted so that they become familiar with the school's policies, routines and procedures. This process will include opportunities to see the school in operation.



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- **New Employees** receive Child Protection/Safeguarding training as part of their induction.

7. Mentoring

Support and guidance for all staff is available and each staff member will have a line manager who they should turn to in the first instance for advice. Additionally formal mentoring support is available to:

- ITT trainees
- Newly qualified teachers
- Individuals new to the school or allocated a new role within the school
- Fast Track teachers.

8. Performance Management

- The school will adhere to the new statutory regulations for teachers and headteachers which came into force from 1st September 2007 . The spirit of these regulations and the non-statutory guidance will be also be used to inform the performance management of all staff within the school.
- This CPD policy is informed by the schools' Performance Management Policy and Classroom Observation protocol. These are set by the governing body, following consultation with staff and social partners.
- All staff are entitled to constructive feedback on their performance and all staff will be included in the Performance Management process. It is during PM that objectives are set with clear milestones and performance criteria and development needs discussed.
- All Performance Management objectives should contribute to school improvement and pupil progress.
- Professional Development should support meeting PM objectives and staff will not be held accountable for meeting objectives where agreed support has not been forthcoming.
- The Performance Management planning and review meeting will take place annually. However if circumstances arise which necessitate a change of objectives and/or the support required to achieve those objectives, the team member and their line manager should meet to agree and document those changes.
- There is an expectation that in addition to the formal Performance Management process team members and line managers will maintain an on-going professional dialogue.
- Following the Performance Management Planning and Review meeting (which will, where possible, take place at the same time) any identified development needs should be summarised and sent to the CPD Leader.
- In most cases Performance Management will be undertaken by the line manager who is responsible for ensuring that each team member is effective in their role.
- The school will endeavour to ensure that all line managers are appropriately prepared to act as reviewers and/or to undertake lesson observations that contribute to Performance Management.



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9. Teaching and Learning

Teaching and learning in each department/Key Stage/curriculum area will be monitored on a regular basis. All monitoring and evaluation will be based primarily on observations of lessons, but also on the scrutiny of students' work.

All those involved in teaching and learning activities within the classroom will be entitled to at least one classroom observation a year and to feedback on their strengths and areas for development.

10. Meeting CPD Needs

The five Professional Development Days will be used specifically to address whole school development priorities wherever possible.

The CPD Leader will use the training and development needs identified during Performance Management and induction programmes together with the development needs identified through the School Improvement Plan and team plans to inform a training and development calendar and to allocate resources to meet individual needs.

All staff are encouraged to maintain a Professional Development file, within which they maintain a personal account of their qualifications and professional development.

11. Professional Qualifications

- All staff are encouraged to use professional development activities to maintain and gain professional qualifications.
- Qualifications related to the statutory requirements of the school are fully supported e.g. first aid, child protection, health & safety, mountain leadership.
- Where career development depends on the achievement of nationally recognised and centrally funded qualifications, full support is offered where funding permits.
- Where there is a clear link to achievement of professional, school and student targets, support will be offered where funding permits.
- As a Suffolk Partnership School, there is access to The Suffolk Anglia Ruskin University modular scheme at reduced rates.

12. Further Professional Development Opportunities

- Opportunities for extended professional development, such as secondments, will be considered in the best interests of the individual, students, and the school, including resource implications. Where possible, requests will be supported.



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- Opportunities to apply for fixed term temporary whole school responsibilities will be open to all staff on an occasional basis. 'Retention' points will be used in connection with these temporary posts.
- A Leadership Development group meets on an occasional basis and through its discussions, priorities for development opportunities are identified in consultation with the CPD leader.

13. Resourcing

- Human, physical and financial resources are available to support professional development of **all** staff and governors.
- The school will utilise the local expertise that exists in the staff and within the pyramid of schools
- The main funding for development activities comes from delegated monies from the DCSF Standards Fund, which will be used to buy time and access to activities to support CPD to maximise the benefit to the school.
- As a Suffolk Partnership School, the school has access to the County's Advisory Services through their Core, Training and Consultancy Services. Access to these services is organised by the CPD Leader.

14. Reporting

Under the new statutory regulations for performance management for teachers, the head teacher is to report annually to the governing body on teachers' training and development needs; this has been delegated so that the CPD Leader will report to governors (via the Headteacher) the professional development needs for all staff including teachers as identified in the performance management planning and review meetings.

All school members are responsible for evaluating professional development and its impact. This will be monitored by the use of questionnaires, discussions, through reviews of the School Improvement Plan and Performance Management outcomes.

The termly staff development activities will be reported to the Governors in the Headteacher's Report, and feedback from the Governors will be to the Headteacher and subsequently to the CPD Leader.

15. Contacts

If you wish to discuss your professional development, or any aspect of the school's CPD policy, please contact:

- Your line manager
- The CPD Leader
- The Headteacher