



Continuing Professional Development

Adopted:	March 2016
Review Date:	Spring 2018
Responsible for Review:	AHT – Teaching and Learning
Committee for Review:	Teaching and Learning
Frequency of Review:	2 Years
Statutory:	No

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 proactive in both identifying and meeting their professional development needs.

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.

Priorities

Priorities for Continuing Professional Development (CPD) will be informed through the Performance Management process which reflects the School Improvement/Development Plans. Funding will be delegated to individuals/teams to support development activities that help meet these priorities.

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, internships and keeping reflective learning journals, examining.

Personnel

The CPD Leader is responsible for:

- With other members of the SLT, articulating the strategy for CPD based on priorities identified through the Performance Management process, School Improvement Plans, Self Evaluation process, and induction programmes
- 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



- 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 is vital in ensuring that colleagues new to a 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.

- **The Induction/ITT Co-ordinator is responsible 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.
 - **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.
 - **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.
 - **Support Staff New to the School.** These will be invited to relevant induction sessions in order to familiarise the appointed person with school timetables, routines, expectations, procedures and policies.

In addition:

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

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

Performance Management

The school's Performance Management Policy outlines the arrangements for both teachers and support staff.

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 are entitled to classroom observation and to feedback on their strengths and areas for development. Those graded at 3 or 4 are placed onto 'development support steps' and are linked to an appropriate coach who will support and guide in order to improve pedagogy, some of this support could include in-ear coaching using 'IRIS Connect'. Line management and Faculty support will be primarily utilised but they may wish to ask for a coach or buddy outside or in addition to this structure depending upon the areas for development.

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.

There is a structured 'in-house' programme based on development needs that arise through the year. Staff that attend a session are registered and will receive a certificate to put in their CPD file, if they complete a minimum of 3 sessions then they can complete the purple sheet (leave of absence) to have a morning or afternoon off providing there is no cover requirement (other than a morning register which can be taken).

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

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, 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.

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.
- Opportunities to apply for fixed term temporary whole school responsibilities will be open to all staff on an occasional basis.

Resourcing

- Human, physical and financial resources are available to support professional development of **all** staff and governors.
- Professional development needs identified through the performance management process will take first priority in the resource allocation process.
- The school will fully utilise the local expertise that exists amongst our staff and within our feeder schools.



Reporting

Under the statutory regulations for performance management for teachers, the Headteacher 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. The Headteacher's Report to Governors will regularly report on staff development activities.

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.

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