SHANKLEA PRIMARY SCHOOL

CPD Policy

Policy Control Details			
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Prepared by:	Helen Brown	Signature	Date
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Shanklea Primary School: CPD Policy

This CPD policy is suggested for use to consult with staff governors, managers and other bodies in order to customise it to the ethos, vision and values of the school. This process will be central to the production of a policy that will drive leading practice.

Principles, Values and Entitlements

1.   This school is a "learning community" and is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the school is able to deliver whole school, team and individual development priorities.

2.   The school has an expectation that all members of the learning community will take an active role in their own professional development.

3.   The school believes that all members of staff have a responsibility to support the professional development of colleagues.

4.   Professional development will be co-ordinated by a Business Manager with an appropriate job description and who will be a member of the school leadership team.

The Business Manager will be appropriately trained and will be provided with annual opportunities to network with schools and training providers.

5.   All members of the school learning community will have an entitlement for access to high quality induction and continuing support and development.

6.   The key elements of the CPD policy comprises:

   - effective auditing and identification of need and aspiration
   - appropriate match of provision to learning needs
   - reliable and explicit evaluation of the impact of provision
   - dissemination of effective practice.

7.   The school will aspire to obtain appropriate quality standards from organisations that support the principles of effective professional development in, eg Basic Skills Quality Mark, in order to validate and challenge its approach to learning and development.

8.   The school will use a range of types of provision and providers adopting "Best Value" principles in determining these. The school is committed to working with all training providers to develop and improve the services they provide through collaborative planning and detailed feedback.

9.   The school's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier, particularly across the key areas identified in the appropriate standards frameworks – Teaching Standards and/or Teaching Assistant Standards

10.   The school will provide and support opportunities for professional recognition including accreditation of the CPD undertaken.

Auditing and identification of need and aspiration

1.   The Business Manager will be responsible for identifying the training and development needs of the school community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD plan which forms part of the School Improvement Plan.

2.   The Business Manager will be responsible annually for discussing with the Head teacher and Governing Body the main training and development priorities and the budgetary implications of addressing these needs.

3.   Training and development issues will be addressed at Governing Body meetings and be included as part of the Head teacher's annual report. The CPD Leader will attend appropriate Governing Body meetings and report annually on the provision and impact of training and development.

4.   The Business Manager will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.

5.   The Business Manager will be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community as appropriate:

- Newly Qualified Teachers
- Staff new to the school or role
- Teachers in their early years (EPD)
- Teachers with 5 years+ experience (including those beyond the threshold and those in the later stages of their career)
- Teachers specialising in teaching particular groups of pupils
- Advanced Skills Teachers, Fast Track and Lead Teachers
- Middle managers/Curriculum Leaders (Emergent, ambitious Leaders)
- Senior managers in their early years
- More experienced senior managers
- The head teacher/Principal Governors
- Senior support staff including Bursars, Business Managers, ICT Systems Managers, Higher Level Teaching Assistants and Premises Managers
- Teaching assistants and nursery nurses, bilingual support, language
- assistants and learning mentors
- Secretarial and administrative staff including librarians, catering staff
- Instructors, performers and technicians including science, DT and ICT
- Parents and carers as appropriate.
- Regular supply staff and those seeking to return to the profession
- Trainee Teachers
- Pupils where provision extends beyond the school

6.   The school will have systems and opportunities for teams and the whole school to feed to the Business Manager details of priorities and approaches to development.

7.   The Business Manager will be responsible for ensuring the effective organisation of access to opportunities, eg booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

Match of provision to learning needs

1. The professional development opportunities available will only be offered if they:

- meet identified individual, team, school or national development priorities
- are based on recognised effective practice
- contribute to raising the standards of pupils' achievements
- respect cultural diversity
- are provided by those with the necessary experience, expertise and skills
- are planned systematically
- are based, where appropriate, on relevant standards
- are informed by current research or inspection evidence
- make effective use of resources, particularly ICT
- are provided in accommodation which is fit for purpose with appropriate equipment
- provide value for money
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.
- provide opportunity to measure impact

2.   The school will support a wide portfolio of CPD approaches matched to the need of learners. These will include:

- in-school training using the expertise available within the school and collaborative activity (eg collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling)
- coaching and mentoring and engaging in a learning conversations
- job enrichment/enlargement (eg a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings)
- producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
- accessing an external consultant/adviser or relevant expert such as an Advanced Skills Teacher or Lead Teacher
- master classes, model and demonstration lessons
- role play, simulations
- collecting and collating pupil feedback, data and outcomes
- attendance at a lecture, course or conference
- school visits to observe or participate in successful practice

- secondments, exchanges and placements (eg within a regional or national organisation, an exchange or placement with another teacher, school, higher education, industry, international exchange, involvement with Governing Body)
- postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, NCSL programmes
- research opportunities
- distance learning (eg e learning, relevant resources such as educational journals and publications, training videos, reflection, simulations)
- practical experience (eg national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)
- external partnerships (eg with a colleague, group, subject, phase, activity or
- school-based team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as a Network Learning Community.

3.   All those engaged with the Business Manager and the CPD Plan will be encouraged to:

- reflect on their development
- seek professional recognition, including accreditation for the work undertaken. The CPD Leader will provide access directly or organise guidance to staff on how such recognition can be achieved.

Evaluating Impact and Disseminating Effective Practice

1.   Following professional or other development, the participant will discuss with the Business Manager or line manager the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the Business Manager will be responsible for organising that, eg circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school websites.

2.   The Business Manager will be responsible for ensuring whether any follow up is needed to the provider, eg feedback, issues of access.

3.   The Business Manager will review annually whether any aspects of the CPD provision (eg service level agreements or subscriptions) do not represent value for money and make appropriate recommendations to the head teacher and Governing Body.

4.   The Business Manager will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate impact. The Business Manager and Head teacher shall be committed to ensuring that CPD systems and

procedures conform to current best practice. This will be undertaken at a variety of levels including:

- immediate/short term evaluation by participants
- longer term follow up for a sample of CPD undertaken usually at a period no less than 3 months following the provision
- informal discussion with colleagues about improved practice.

6.   Measures used to determine the impact of training and development will be drawn from:

- participant evaluation
- pupil and school attainment
- the student voice
- external and internal evaluation and inspection processes
- recruitment and retention data
- the changing qualification profile of the staff

7.   The Business Manager will provide an annual report to the Governing Body on the impact of the training and development undertaken including the identification of future needs and an evaluation of the CPD Leader role.