



Continuous Professional Development Policy

Adopted by the Governing Body: 04.11.09

Reviewed by Governing Body: 18.05.21

Cycle of review: 1 year

Statutory Policy: No

UN Convention on the Rights of the Child (Article Numbers: 3, 28, 42)

Aims

Professional Development is a process which aims to increase the effectiveness of all staff, to enable them to contribute to the school's aims and objectives.

The process is also intended to satisfy the needs and expectations of staff as individuals to enhance their competencies and careers.

An effective well planned CPD programme supports the learning needs of pupils and the quality of teaching experiences provided with the aim of enhancing pupil progress and achievement.

Continuing Professional Development is a right for all members of staff including Governors and non-teaching staff.

The CPD Programme at Pitcheroak will:

- Identify Professional Development needs and priorities for all staff through 'Performance Management'.
- Reflect School Development and Improvement Plan priorities and student needs.
- Help staff to discuss, plan and develop the curriculum.
- Recognise, support and share good practice.
- Help to create an environment in which praise and encouragement flourishes.
- Develop teaching, wider professional competencies and management skills.
- Provide opportunities for all staff to access appropriate, relevant training opportunities and experiences.
- Keep all staff up to date with educational developments.
- Make effective use of a wide variety of professional development techniques, for example 'Coaching', 'Mentoring' and 'team teaching'.
- Enhance the quality of learning and teaching to raise pupil achievement.
- Support staff in identifying potential barriers to learning for pupils with complex needs and enable staff to think creatively to address complex learning needs.

The CPD Process

The school operates four stages of Professional Development:

1. Needs identification

Individuals, groups or the whole school identify issues for development.

- Ongoing continuous review of progress to identify and agree priorities.
- Consultation with stakeholders to develop the School Development and Improvement Plan.
- An analysis of Assessment Data to identify areas for development to support pupil progress and achievement.
- Discussion with Local Authority School Improvement Adviser.
- Performance Management Process to set development priorities with teaching staff, teaching assistants and the wider workforce through the 'Leadership Team'
- Priorities identified and discussed with SLT.
- 'Subject, Departmental, Responsibility Reviews and Development Plans' to inform teaching and learning priorities.
- Working Parties/ Departmental Meetings/ Staff meetings to contribute ideas for development.

2. Planning

Continuous Professional Development will be linked to the priorities of the School Development and Improvement Plan and student's needs.

CPD activities will state how they are linked to School Development and Improvement Plan.

All CPD activities will be planned so that they are appropriate and relevant to both school and personal priorities. Careful consideration will be given to new educational initiatives and improving areas of weakness.

There will be a balance of supporting both individual professional development and school priorities.

There will be emphasis upon planning CPD across the whole school to support all Staff groups and their development within the budget guidelines.

All CPD activities must be planned to ensure value for money.

All CPD activities will seek to improve teaching, learning and pupil progress.

All CPD activities must be planned with 'Expected Outcomes' identified so that Staff can see if the CPD has achieved its expected outcomes. It is important that CPD is rigorous so that opportunities for improvement are not missed.

CPD Training Request Form

A training request form will be completed and presented at SLT. Where the criteria for CPD matches the School Development and Improvement Plan/ Performance Management Target/ Professional Discussions and meets budget availability it will be either approved or rejected at the fortnightly SLT meeting.

All staff will be asked to consider how CPD will improve their performance and outcomes for pupils.

3. Implementation

Professional development may take a variety of forms:

- External Courses
- Conferences
- Accredited courses leading to qualifications (whether that is short term or long term)
- School Based Courses. 'In House' development using skills and knowledge of existing Staff
- Workshops/ visiting trainers/ consultants/ specialists
- Local Authority Advisory Staff
- Mentoring and Coaching
- Action Research Projects
- Lesson Observations
- Paired Teaching
- Sharing knowledge and good practice with other schools
- Individual training/ whole staff development/ Team development

When a training course is requested by an employee that requires significant investment this may be full or part funded by the school if it is proven that there will also be some benefit to the school. Where such a course or qualification is not considered to be an essential requirement of their job, the employee will be required to enter into a written agreement whereby the School will seek to recover a percentage of the cost of training on a sliding scale proportionate to the unexpired portion of the timescale identified (usually 3 years).

4. Evaluation

CPD Attendance and Evaluation

After the CPD activity has been undertaken, a course evaluation form should be completed by the Staff member that has attended the course and handed in to the CPD leader.

All staff development activities will be monitored by Governors in the Headteacher report to ensure that they are having an impact on teaching and learning.

Staff, will feedback where appropriate to Department Meetings/ Staff Meetings/ Leadership Team meetings.

Staff will review CPD with their Performance Management Reviewers on an annual basis.

Sometimes staff may be asked to present to Governors.

Classroom observations of Teaching and Learning will provide evidence of staff development and improvements in Teaching and Learning.

Analysis of pupil data will also be examined to assess pupil progress and achievement.

Methods:

Professional development commences with the induction of new staff into the school and continues through Continuous Professional Development.

Induction:

This is supported by the Staff Handbook and all new staff will be able to access the handbook on the V drive.

Induction will take place following the appointment of new staff at a time convenient for both parties prior to the commencement of their new post or during the first two weeks of employment. The process will be managed by the CPD lead.

Staff taking up new posts within the school will have a period of probation.

All new governors will have an induction meeting and are encouraged to attend the Local Authority 'Induction for New Governors'. Ongoing training is available at both Local Authority and school level and is funded through the school budget.

Equal Opportunities

Continuous Professional Development is integral to the planning and operation of the school to develop and extend the learning of all staff:

- To provide opportunities for job satisfaction
- To encourage improvement in job performance and personal competences
- To stimulate and motivate
- To give staff enhanced career development opportunities
- To support staff in their development through coaching and mentoring
- To improve pupil's learning and achievement
- To identify needs through Performance Management Process

This will be monitored and reviewed through

- Performance Management Targets for staff
- Pupil outcomes/ data analysis
- School Development and Improvement Plan and evaluations