


<i>Continuing Professional Development Policy</i>	
DATE OF REVIEW: Spring 2024	
DATE OF NEXT REVIEW: Spring 2026	
TO BE REVIEWED BY: Teaching & Learning committee	

Principles, Values and Entitlements

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.

1. The school has an expectation that all members of the learning community will take an active role in their own professional development.
2. The school believes that all members of staff have a responsibility to support the professional development of colleagues.
3. Professional development will be co-ordinated by a CPD Leader (the Headteacher).
4. All members of the school learning community will have an entitlement for access to high-quality induction and continuing support and development.
5. 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.
6. 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 and by the needs identified in the School Development Plan.

Auditing and identification of need and aspiration

1. The Headteacher will be responsible for identifying the training and development needs of the school community. These needs will be identified through mechanisms such as the School Development Plan, 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.
2. The Headteacher will be responsible for sharing with the Governing Body annually 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 Headteacher’s reports.
4. The Headteacher will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.
5. The Headteacher will be responsible for ensuring that appropriate opportunities are provided for all of the school community as appropriate to their experience.
6. Governors’ development will be the responsibility of the Governing Body.
7. The Headteacher with administration support will be responsible for ensuring the effective organisation of access to opportunities, e.g. 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 time and resources and carefully consider the effectiveness and impact of face to face and virtual CPD using platforms such as ZOOM and TEAMS.
- 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
- fall within the school budget

2. The school will support a wide portfolio of CPD approaches matched to the needs of learners. These may 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 packages
- accessing an external consultant/adviser or relevant expert such as a SIP, 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, either in person or through a virtual platform such as ZOOM or TEAMS.
- 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)
- international professional development
- 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 elearning, relevant resources such as educational journals and publications, training videos, reflection, simulations)
 - blogs and webinars
 - practical experience (eg national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating 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 CPD will be encouraged to:
- reflect on their development
 - seek professional recognition, including accreditation for the work undertaken. The Headteacher 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 Headteacher or SLT the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the Headteacher or SLT. Where it is agreed that there would be benefit in a wider circulation or follow up, the Headteacher or SLT 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 Headteacher will be responsible for ensuring whether any follow up is needed to the provider, eg feedback, issues of access.
3. The Headteacher will review annually whether any aspects of the CPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations to the Governing Body.
4. The Headteacher will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate impact. The Headteacher shall be committed to ensuring that CPD systems and procedures conform to current best practice.
5. 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
6. The Headteacher will provide a summary on the impact of the training and development undertaken including the identification of future needs and an evaluation of the CPD Leader role within their reports to the Governing Body.