

ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL



'A Learning Community in Christ'

Policy for Continuing Professional Development

Principles, Values and Entitlements

1. The school believes that effective teachers should take ownership and give a high priority to professional development. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. The school interprets Continuing Professional Development (CPD) in a broad sense, operating on the principle of "fitness for purpose".

2. All staff, teaching, support staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs.

3. The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

4. CPD planning will be inextricably linked and integrated with the School Improvement Plan and be based on a range of information:

- the needs of the school as identified through its self-evaluation
- issues identified through other monitoring, eg OFSTED
- national and local priorities, eg national strategies, local community priorities
- Performance Management
- feedback from staff and others including governors, children and parents.

5. The school audits the professional and personal needs of staff and links to the school's self-evaluation and performance management system. The school's CPD policy will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.
6. The school will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.
7. CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfE Teachers Standards Framework, National College for Teaching and Learning's Leadership Development Framework, and competency descriptions for Teaching Assistants, HLTAs, bursars, etc.
8. The role of CPD co-ordinator is currently held by an Assistant Head Teacher.
9. Where practical and affordable, the school will support accreditation of the professional development of staff.
10. The school will disseminate good and successful CPD practice that supports and improves teaching and learning.
11. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.
12. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.

Leadership of CPD

1. The school's named CPD co-ordinator is currently the Assistant Head Teacher. The CPD Co-ordinator will receive training and attend meetings as appropriate in order to fulfil this role effectively.
2. The CPD Co-ordinator along with the Head Teacher and Senior Leadership Team (SLT) is responsible for identifying the school's CPD needs and those of the staff working within it. The CPD Co-ordinator has a well-defined description of the role (please refer to the document "Role of the CPD Co-ordinator" Appendix A).
3. The Head Teacher will be responsible annually for discussing with the governing body the main CPD priorities and the likely budgetary implications of addressing these needs.
4. CPD issues will be addressed at governing body meetings and be included as part of the Head Teacher's report. The CPD Co-ordinator shall attend governing body meetings as appropriate.

5. Arrangements for accessing CPD are known to all staff and involve staff:

- Preparing before they attend CPD what they wish to achieve from it
- Immediately after- what they are going to do as a result of it
- Completing an evaluation including future action

6. There are opportunities for annual discussions between staff and the Senior Leadership Team as part of the Performance Management process. This provides the opportunity to discuss the following within the context of school priorities:

- needs and aspirations
- methods of accessing CPD provision including appropriate funding
- accreditation opportunities
- ways of disseminating the training.

Planning for Effective CPD

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- a) meet identified individual, school or national development priorities
- b) are based on good practice – in development activity and in teaching and learning
- c) help raise standards of pupils' achievements
- d) respect cultural diversity
- e) are provided by those with the necessary experience, expertise and skills
- f) are planned systematically and follow the agreed programme except when dealing with emerging issues
- g) are based, where appropriate, on relevant standards
- h) are based on current research and inspection evidence
- i) make effective use of resources, particularly ICT
- j) are provided in accommodation which is fit for purpose with appropriate equipment
- k) provide value for money
- l) have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- attendance at a course or conference
- in-school training using the expertise available within the school, eg team teaching, peer coaching, skills in classroom observation, sharing existing expertise
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons
- school visit to observe or participate in good and successful practice, eg visit to a school or subject area with similar circumstances, or in the School to School programme
- secondments, eg with a regional or national organisation, an exchange or placement, eg. with another teacher, school, higher education, industry, international exchange, involvement with governing body
- opportunities to participate in award bearing work from higher education or other providers such as the National College for Teaching and Leadership
- research opportunities, eg a best practice research scholarship
- distance learning, eg relevant resources, training videos, reflection, simulation
- practical experience, eg 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
- job enrichment/enlargement, eg a higher level of responsibility, job sharing, acting roles, job rotation, shadowing
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity
- 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 School Improvement Partnership Network, Network Learning Community
- creating an improved learning environment within the school.

Recording and disseminating

Following professional development, the participant will discuss with the CPD co-ordinator the process by which to most effectively disseminate to other staff, eg relevant papers, session for staff or subject meeting, etc.

The CPD co-ordinator will also be responsible for ensuring whether any follow up is needed to the training, eg feedback to the provider, and be responsible for any such actions.

Assessing the impact of CPD

As part of the process of self-evaluation and review of the School Improvement Plan the Head Teacher and SLT will report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school attainment
- improved teaching and learning
- increased pupil understanding and enthusiasm
- increased staff confidence
- increased evidence of reflective practice
- recruitment, retention and career progression/promotable staff.

This CPD policy will be reviewed by the Governing Body in accordance with the rolling programme of policy review.

Reviewed - July 2016

Next Review – Jul 2019

Appendix A

The role of the CPD Co-ordinator

Key Task

The key task of the school's CPD co-ordinator will be to ensure the efficient and effective development and delivery of the CPD policy.

Within this role the main responsibilities will be to:

- Promote CPD as a central element of school improvement;
- Create and sustain arrangements for the CPD of all staff;
- Monitor and report upon the effectiveness of CPD undertaken;
- Create and promote a culture of collaboration and joint endeavour amongst staff;
- Maintain and develop links with sources of CPD provision.

Promoting CPD as a central element of school improvement

The CPD co-ordinator will endeavour:

- To ensure coherence between the rationale and arrangements for CPD and the procedures for school improvement planning and Performance Management;
- To contribute to school self-evaluation in ways that create links to inform CPD provision;
- To liaise with, and advise, the Head Teacher, the SLT and governing body on the priorities within the range of needs identified, and of appropriate ways to access provision to meet them;
- To advise the Head Teacher, SLT and governing body on the benefits of participation in relevant initiatives and projects.

Creating and sustaining arrangements for the CPD of all staff

The CPD co-ordinator will endeavour:

- ❖ To create and maintain robust, transparent arrangements for CPD that are known to all staff;
- ❖ To be the first point of contact for staff on matters relating to CPD;
- ❖ To advise on, and administer as necessary, the budgetary arrangements for CPD with the support of the Head Teacher and SLT;
- ❖ To provide support and guidance to staff on developing and maintaining their CPD portfolio;
- ❖ To ensure that all members of the school community have an opportunity, through mechanisms such as Performance Management and appraisal, to discuss their development needs and aspirations as well as the most effective forms of delivery;
- ❖ To ensure that all members of the school community have an equality of access to the range of induction and continuing professional development opportunities;
- ❖ To provide information to staff about progression routes within their employment and support and monitor their achievement therein;
- ❖ To provide information to staff about effective forms of professional development.

Monitoring and reporting upon the effectiveness of CPD undertaken

The CPD co-ordinator will endeavour:

- To ensure that the CPD provision is varied, is fit for purpose and conforms to best value principles;
- To ensure that all provision is of a consistently high-quality;
- To discuss with the Head Teacher and SLT all aspects of CPD provision,
- To provide an annual report on CPD provision and impact
- To implement procedures that monitor take-up and evaluate the impact of CPD provision.

Creating and promoting a culture of collaboration and joint endeavour amongst staff and governors

The CPD co-ordinator will endeavour:

- To make a leading contribution to whole-school understanding and commitment to the principles of personal responsibility, mutual support and a sense of common purpose in relation to CPD;
- To create and maintain systems whereby all staff are able to benefit from the collation and dissemination of good practice and other CPD outcomes for the purpose of school improvement.

Maintaining and developing links with sources of CPD provision

The CPD co-ordinator will endeavour:

- ❖ To maintain and develop effective links with the key providers, agencies and organisations such as the LA, DfE, NCTL, the locality, subject associations, dioceses and commercial organisations, in order to give and receive information about CPD opportunities and needs;
- ❖ To receive appropriate information, including updates on new initiatives and developments affecting the professional development of the school community.