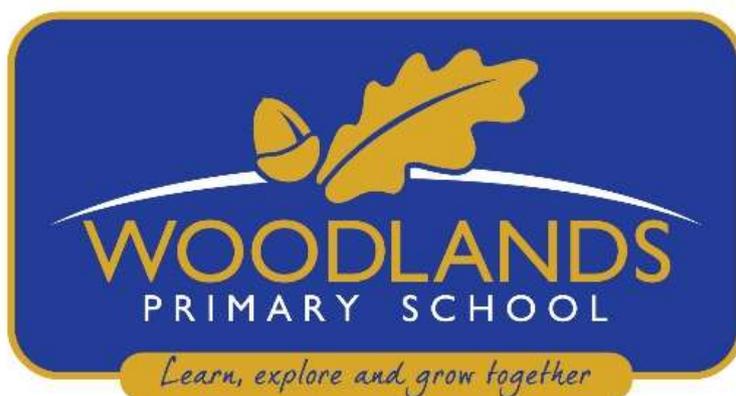


Woodlands Primary School

Continuing Professional Development Policy



Written by	Mark Burns
Ratified by Governors	Summer 2019
Date for Review	Summer 2022
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Mark Burns in order to ensure that it does not have an adverse effect on race, gender or disability equality

Principles, Values and Entitlements:

At Woodlands Primary School, we believe that all staff and governors, irrespective of experience, are entitled to access a programme of effective professional development, based on the identified needs of the individual.

We believe that high standards of professional development improve standards of teaching and learning and raise morale through personal and professional fulfilment. High quality professional development assists in attracting high quality candidates (recruitment), maintaining a high quality teaching staff (retention) and creating a defined career path (professional fulfilment and succession planning).

All members of the school community will have opportunities through robust appraisal procedures, to discuss their professional development needs. The central emphasis will be on improving standards and the quality of teaching and learning – with a particular focus on the impact that CPD has on the children. Through the development of teaching and learning communities, best practice and an ethos of continuous self-improvement will be promoted.

CPD Planning:

CPD planning is integrated with the requirements of the school plan and is based on a range of information such as:

- the needs of the school as identified through its self-evaluation
- issues identified through other monitoring. e.g. OFSTED, SIP visits
- national and local priorities e.g. national strategies, the LEA's EDP, local community priorities etc.
- appraisal
- feedback from staff, governors, pupils, parents and schools with whom we collaborate
- whether it will help raise standards of pupils' achievements
- makes effective use of resources, particularly ICT
- provides value for money
- enables the school to maintain agreed accreditation standards

The school's CPD provision should allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfE Teachers' Standards Framework as well as competency descriptions for SEND Managers and teachers, middle and senior leaders, Teaching Assistants, HLTAs, bursars, etc. The school will support accreditation of the professional development of staff.

Leadership and Management of CPD:

The Senior Leadership team (SLT) is responsible for identifying the school's CPD needs and those of the staff working within it.

It is the responsibility of the SLT to make sure that programmes are developed that allow for continuing CPD throughout the year. One of their main roles of this is to design a staff meeting programme that ensures the needs of the staff are being met and effective training is put into place to meet these needs. These will predominantly be linked to the school improvement plan as well as the performance management targets of members of staff. External providers may be used to help with tailored CPD as well as to utilise internal opportunities to develop staff, such as peer mentoring and individual specialisms.

The SLT will be responsible for agreeing the main CPD priorities with the Headteacher and governing body and communicating these to all staff, alongside any budgetary implications of addressing these needs. The budget will be managed to allow all staff the opportunity to access appropriate internal and external CPD.

The most important needs of the staff should be prioritised so that the budget can be spent most effectively.

There are robust and transparent arrangements for accessing CPD, communicated to all staff via the Appraisal process. Staff should be aware that they need to use the Education People website to access external CPD opportunities and need to discuss whether this is feasible with a member of SLT. After each round of the Performance Management process, appraisers will communicate with the CPD leader to ensure that the relevant staff CPD needs are met.

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, but are not limited to:

- attendance at a course or conference;
- in-school training using the expertise available within the school e.g. team teaching, 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 visits to observe or participate in good and successful practice e.g. visit to a school or subject area with similar circumstances, a beacon school;
- research opportunities e.g. a best practice research scholarship;
- distance learning e.g. relevant resources, training videos, reflection, simulation;
- practical experience e.g. 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;
- job enrichment/enlargement e.g. a higher level of responsibility, job shadowing, job sharing, acting roles, job rotation, producing documentation or resources such as a personal development plan, teaching materials, assessment package/s, 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, e.g. with a colleague, group, subject, phase, activity or collaboration or school-based team meetings and activities such as joint planning, moderation, observation, special project and involvement in School Improvement Partnership Network;
- improving the learning environment within the school.

Recording and disseminating:

The school will, in conjunction with the personnel manager, collect feedback on all CPD undertaken to assess its effectiveness. It will be the responsibility of the individual undergoing CPD to maintain and update an appropriate professional development portfolio. Following professional development, the participant will discuss with the SLT, the process by which to most effectively disseminate to other staff. A reflection sheet, on external training, will be filled out by all members of staff. This should be handed to the personnel manager with a copy being kept for the individual's CPD file.

Assessing the impact of CPD:

Annually, the SLT will provide a 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 well-being, engagement and understanding;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and potential for career progression