

PRIORY WOODS SCHOOL & ARTS COLLEGE, MIDDLESBROUGH

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) POLICY

This Policy should be read in conjunction with the:

Continuing Professional Development Guidance (CPD) (TDA 2008)

'New Teacher Professionalism' May 2005 documents – Section 9.

National Occupational Standards for supporting teaching and learning in schools (TDA 2009),

National Occupational Standards (relevant to the wider school workforce)

Higher Level Teaching Assistant (HLTA) Standards (TDA revised 2007)

Professional Standards for Teachers (DfE updated June 2013)

Professional Standards for Qualified Teacher Status and requirements for Initial Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations)

NCSL National Professional Qualification for Senior Leadership (NPQSL)

18 March 2014

Professional Standards for Teachers (DfE updated June 2013)

“Continuing professional development (CPD) consists of reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice”. (CPD Guidance, TDA 2008)

In developing our CPD delivery our central emphasis will be on raising achievement, knowledge and understanding and improving the quality of teaching and learning. The ultimate aim is the improvement in the practice of all individuals through the creation and development of a whole school professional learning community.

It is now accepted that CPD should be part of an annual cycle, which links together:

- CPD and on-going development
- Performance management/appraisal processes
- School self-evaluation
- The school improvement plan, Review and development plan and
- Professional and occupational standards relating to the whole school workforce

We will work to integrate performance management, school self-evaluation and improvement, with CPD in a coherent cycle of planning.

A wide range of different types of CPD are on offer appropriate to the needs of the school and of individuals. Some of this programme will be delivered using the five professional development days. CPD in this school will be planned and designed to support:

- our school improvement action plan,
- any national, regional or local strategies or initiatives,

embedding the ongoing development of knowledge, skills and understanding through coaching, mentoring or other appropriate means.

Our CPD planning will link back to Performance Management / Appraisal, which will in turn link back to the School Improvement Plan. Staff Performance Management / Appraisal training requirements will inform individual CPD Planning Statements and these will be directed to the CPD Leader. The school will strive to strike a good balance between national, school and individual priorities, and indeed, very often these will overlap.

We will endeavour to source the provision of CPD in line with the school's 'best value' principles and disseminate good and successful CPD practice that both supports and improves teaching and learning, as well as the ongoing professional development of the whole-school workforce.

Finance.

The Governors will consider the CPD budget requirements when undertaking the annual budget setting process. They will ensure that sufficient funds are set aside to enable the school to discharge its duty and responsibility for whole school workforce CPD.

The allocation of CPD funding will be based on the following criteria and will always consider the purpose of, and value to, the school of the training;

- Enabling the whole school workforce to meet objectives set out in their Performance Management/Appraisal planning statements.
- Supporting the school improvement plan priorities
- Developing the workforce's professional practice, especially with regard to supporting the Professional, Occupational and Leadership standards.
- An individual's own professional development where funding is available to support this.
- Where there are many demands on funding CPD, then school priorities take precedence over individual preferences. This decision will be made by the headteacher after consultation with the CPD Leader and other members of the Senior Leadership Team. Where a conflict of interest arises, the decision will be made by the appropriate Governing Body Committee.

Recording and disseminating

The CPD Leader will keep an on-going overview of the school's priorities being supported by appropriate CPD.

The CPD Leader will also be responsible for ensuring whether any follow up is needed to the training, e.g. disseminating to other staff.

The CPD Leader will ensure records are updated regularly and accurately of the training undertaken by colleagues and advise the Governing Body where there are issues of equality of access and involvement.

It is suggested that it can be good practice for individuals to keep an appropriate professional development portfolio to help with future career progression/employment.

Assessing the impact of CPD

All CPD activity will be monitored and evaluated to assess its contribution to school improvement and raising pupil achievement. Evaluation is used to steer the development of staff towards the achievement of the School Improvement Plan. Evaluation findings are used to inform quality assurance of CPD.

The evaluation of CPD should not be a burden or require lots of paperwork. Evaluation of CPD will be built into the CPD from the start, rather than as an afterthought.

Annually the CPD leader shall conclude his/her 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 / aspiration;
- improved teaching and learning;
- increased pupil understanding and enthusiasm;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and career progression.

The Governing Body will review this CPD policy annually

The nominated governor will ensure that:

- the whole workforce is considered as part of a whole school professional learning community
- the Annual CPD Report reflects the school improvement priorities
- resources are appropriately allocated
- Impact of CPD on teaching & learning and pupil well-being is evaluated

NQT Induction: Please see separate guidelines on this area.

The CPD leader will also actively keep up to date with CPD Developments by engaging with training through:

- a) Local Authority CPD Leaders' Programme and Network
- b) National Training for CPD Leaders

Reviewed Autumn 2018

Next review Autumn 2019