



Continuing Professional Development Policy

February 2015

Approved by GB: March 2015

Next review due: Feb 2018

Introduction

“A Teacher must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues,”
The Teachers’ Standards (May 2012).

Aims and objectives

At Churchfields Junior School we believe that the opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and that this in turn assists recruitment and retention. All staff, teaching, support staff and governors shall have an entitlement to equal 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.

The emphasis of our CPD will be to improve the standards and quality of teaching and learning. CPD planning will be inextricably linked and integrated with the school’s improvement plan and will be based on a range of information:

- the needs of the school as identified through its self-evaluation;
- audit of both personal and professional needs;
- issues identified through other monitoring;
- national and local priorities, e.g. national strategies, local community priorities;
- appraisal reviews;
- Feedback from staff and others including governors, pupils and parents.

Provision of CPD

At Churchfields Junior School CPD provision will allow staff to develop skills and competencies progressively, with reference to Teachers Standards, NCSL’s Leadership Programmes, and competency descriptions for Learning Support and Admin Assistants etc...The school will support accreditation of the professional development of staff.

Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.

To ensure that there are effective links to School improvement and self-evaluation and to ensure that CPD maintains a high profile, the CPD leader is a member of the Senior Leadership Team.

At Churchfields Junior School we are proud of the quality of teaching and learning at our school. We are committed to disseminating good and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, it represent good value for money and can be accommodated within the constraints of the school.

Leadership and Management of CPD

The CPD Leader will receive training and mentoring to ensure that they are able to fulfil the role effectively.

The CPD Leader, the Headteacher and the Senior Leadership Team shall be responsible for identifying the school’s CPD needs and those of the staff working within it.

The CPD Leader will be discuss with the Headteacher, SLT and governing body the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.

CPD issues will be addressed at governing body meetings and be included as part of the Headteacher's report.

There are robust, transparent arrangements for accessing CPD that are known to all staff.

There will be arrangements for on-going discussions between staff and SLT 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.

These will be combined with the appraisal process.

Planning for Effective CPD

CPD will be planned to balance use of resources with the aspirations and interests within staff. CPD opportunities should meet the following criteria:

- 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;
- 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.

The Range of CPD activities

In order to meet the needs of staff and to maximise the impact on teaching and learning within the school a range of approaches to CPD will be used. These CPD approaches will include:

- 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 a member of SLT an advanced skills or lead teacher, model and demonstration lessons;
- school visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school;
- secondments e.g. with a regional or national organisation, an exchange or placement with another school, higher education, international exchange, involvement with governing body;
- opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- 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 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, e.g. 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 Network or partnerships
- Creating an improved learning environment within the school.

Recording and disseminating

Staff are encouraged to maintain an appropriate professional development portfolio. The CPD Leader can provide guidance where staff request it.

Staff are responsible for disseminating relevant professional development to the school community. The member of staff with the CPD Leader will plan the process by which to most effectively disseminate to other staff, e.g. relevant papers, session at staff or subject meeting etc... The CPD Leader will also be responsible for ensuring whether any follow up is needed to the training e.g. feedback to the provider and be responsible for any such actions.

In order to ensure that there is equal access and involvement in CPD by all staff the CPD Leader will update records regularly and accurately of the training undertaken by all of the school community. Staff coverage, provision and outcomes will be analysed by the CPD Leader and any gaps will be filled with appropriate opportunities.

Assessing the impact of CPD and reviewing the policy

In order to maintain effective CPD we will undertake regular reviews of our CPD.

Review of CPD undertaken will take into account the benefits 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 policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.