
Temple Ewell Church of England Primary School

Continuing Professional Development Policy

Aims of the policy

At Temple Ewell Church of England Primary 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.

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

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;
- issues identified through other external monitoring, eg. OFSTED;
- national and local priorities, eg. national strategies, local community priorities;
- Performance Management;
- feedback from staff and others including governors, pupils and parents.

In order for CPD to be effective there will be measures in place to audit both personal and professional needs. There will be links between the school's self-evaluation and the performance management procedures. 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.

Provision of CPD

At Temple Ewell Church of England Primary School CPD provision will allow staff to develop skills and competencies progressively, with reference to Teachers Standards, Leadership Programmes, and competency descriptions for Teaching Assistants, HLTAs, bursars, 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 holds a senior responsibility within the school

At Temple Ewell Church of England Primary 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 and 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 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 should be robust, transparent arrangements for accessing CPD that are known to all staff.

There will be arrangements for annual discussions between staff and the 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.

This will be combined with the Performance Management 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, 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.

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, eg. 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, 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, a teaching school;
- 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 NCSL;
- research opportunities, eg. a best practice research scholarship;
- distance learning, eg. relevant resources, training videos, reflection, simulation;
- 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;
- 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 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. Following professional development, the participant will fill in a form to evaluate the CPD activity. 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 co-ordinator 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.

Opportunities will be given to staff members who wish to have accelerated career progression (talent management).

Assessing the impact of CPD

An annual 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 will be evidenced through;

- Lesson observations
- Book scrutiny
- Pupil progress data
- Pupil conferencing
- Staff and parent surveys

This CPD policy will be reviewed by the Governing Body and the SLT.

September 2016