



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow

Continuing Professional Development Policy



PURPOSE

At Charlesworth 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.

AIMS AND OBJECTIVES

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 staff (retention) and creating a defined career path (professional fulfilment and succession planning). In addition, opportunities to enhance existing skills and develop new skills contributes significantly to a sense of self-esteem that contributes to staff well-being.

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.

PROCEDURES AND PRACTICE

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, LA priorities, 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 and other competency frameworks. The school will support accreditation of the professional development of staff.

Charlesworth School recognises the entitlement of all staff to be able to access and benefit from high quality professional development that can be demonstrated to support the school aims and development priorities. Professional development is much broader than attending courses and is as much about contributing as receiving. This could include a range of mentoring, coaching or dialogue opportunities both in school and through external providers.

Leadership and Management of CPD:

The Headteacher is responsible for identifying the school's CPD needs and those of the staff working within it. They will make sure that programmes are developed that allow for continuing CPD throughout the year. One of the 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. The CPD leader may use external providers to help with tailored CPD as well as utilise internal opportunities to develop staff, such as peer mentoring and individual specialisms.

The Headteacher will report to the Teaching and Learning Committee of the governing body with regard to CPD needs and evaluating current provision, 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.

Supporting a range of CPD activities:

There will be clear arrangements for accessing CPD via the Appraisal process (individual and group) and this should be communicated to all staff. 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 collaborative school partnerships;
- improving the learning environment within the school.

Recording and disseminating:

The CPD Leader will 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 CPD leader, the process by which to most effectively disseminate to other staff. The CPD

leader will also be responsible for responding to the providers of training, where appropriate. 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 personnel file.

MONITORING AND EVALUATING

Annually, the CPD leader will 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;
- 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

Appendices

1. Request for CPD Opportunity
2. CPD Evaluation Form

