

Prudhoe West First School



CPD Policy 2014/15

Prudhoe West First School Continuing Professional Development (CPD) Policy

Rationale

The CPD policy provides a point of reference from which we can review our progress, evaluate our success and highlight areas for further development. Continuing professional development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports the individual's needs and improves professional practice.

CPD is important because it helps staff to carry out their work more effectively. This benefits the school because it secures high standards of teaching and learning and enhances the general functioning of the school. For individual members of staff their job satisfaction and career opportunities will be increased. All staff play an important role in the functioning of the school, and they are entitled to CPD.

Prudhoe West First School wants its pupils to regard learning as a valuable, enjoyable lifelong activity. Staff exemplify this attitude to learning in their approach to their work. This school is a community of learners.

Aims

- To improve practice and raise standards of pupil achievement.
- To enable staff to develop skills, knowledge and understanding that will be practical, relevant and applicable to their experience.
- To base CPD on the best available evidence about teaching and learning.
- To ensure each activity is part of a coherent long-term plan that will give staff opportunities to apply what they have learned, and evaluate the effect on their practice.
- To promote continuous enquiry and problem solving.
- To take account of and build upon previous knowledge and experience.
- To build on the NQT portfolio and provide a year long induction plan that will be reviewed on a termly basis.
- To support CPD by coaching or mentoring from experienced colleagues within school.
- To evaluate impact on teaching and learning and use this information to guide subsequent professional development activities.
- To ensure provision of CPD takes into account the needs of the school; the professional needs, interests and aspirations of members of staff, and the school's resources for the professional development of its staff.

Opportunities for CPD

CPD can be provided in a variety of ways. These include:

- Coaching and mentoring.
- Peer working.
- E-networking and e-learning.
- Discussing professional development issues in staff and team meetings.
- Attending internal conferences, courses and professional development events.
- Attending external conferences and courses.
- Involvement in networks, development groups or projects (local, regional or national) which provide opportunities for professional development.
- Professional dialogue as part of the performance management process.
- Discussions with colleagues to reflect on classroom practice.
- Research and investigation.
- Skills based training.

Procedures

- CPD will be part of an annual cycle which links together:
 - CPD and on-going development
 - Performance appraisal (for teachers and HLTAs)
 - School self-evaluation
 - School improvement plan
 - Standards (for teachers)
- Performance management planning and review meetings will take place from September to December. Two objectives set in these meetings will focus on priorities, and reflect any relevant team, year or whole-school objectives. The third objective will reflect personal CPD needs.
- School self-evaluation will feed into the annual school improvement plan. School self-evaluation will take account of national, regional and local priorities.
- The annual cycle of CPD will be based on the training needs highlighted in the School Leadership and Management Plan (SLMP). The annual plan will be submitted to the governing body. It will be based on:
 - The outcomes of the performance management process.
 - The evaluation of the impact of the previous annual cycle of CPD
 - The school's self-evaluation.
- CPD may lead to accreditation. The CPD leader will provide guidance to staff on different forms of accreditation and record keeping, including personal portfolios of evidence and external accreditation.
- All new staff, students and voluntary helpers will receive initial induction.
- New non-teaching staff will be given an induction plan and they will be assigned a mentor to offer support in their first year.
- Non-teaching staff will have an annual review when they will have the opportunity to evaluate performance and identify future CPD needs.

CPD Roles and Responsibilities

The Headteacher will have overall responsibility for CPD but where appropriate will delegate responsibility to named members of staff who will be clearly identified in the staff handbook.

Head teacher	Authorisation of courses
Deputy Headteacher / Assistant head teacher	Authorisation of courses
Leadership Management Team (LMT)	Ensure a strategic view of training with regard to SLMP
Individual Staff	Inform CPD leader of individual training needs. Feed back to colleagues following training. Evaluate CPD opportunities they have experienced. Staff responsible for seeking out training or development opportunities.
Post Threshold Teachers	Contribute to the professional development of colleagues through coaching, demonstrating effective practice, and providing advice and feedback.

Role and Responsibilities of CPD Leader

The CPD Leader will:

- Ensure all aspects of the CPD Policy are adhered to, implemented and communicated to all stakeholders.
- Prepare an annual training and development plan for the school, based on identified whole-school and individual needs identified through the school improvement plan, SEF and the school's performance management arrangements.
- Be responsible for the school's CPD budget.
- Present an annual report, in partnership with the Headteacher, to governors, highlighting the professional development needs of staff and commenting on the effectiveness of the school's CPD policy.
- Tailor CPD provision to needs by using a wide range of strategies.
- Manage the maintenance of CPD records.
- Advise the Senior Leadership Team on the effectiveness of the school's CPD provision.
- Work in partnership with performance appraisal team leaders to identify appropriate professional development and support opportunities for staff.
- Book courses as required.
- Disseminate information relating to CPD.

M Brewster

Established	November 1999
Reviewed	September 2014
Review	September 2017