



Southernly Point Co-operative Multi-Academy Trust

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Working Party	Jan 2018
HR checks	
Union Consultation	Feb 2018
Trustees' Ratification	Mar 2018
Implementation	May 2018

Review Date
Jan 2021

To be read in conjunction with:	Teacher Appraisal Policy Support Staff Appraisal Policy Induction Policy
----------------------------------------	-----------------------------------------------------------------------------------------------------

Self Help **Self Responsibility** **Equity** **Equality** **Democracy** **Solidarity**
Social Responsibility **Honesty** **Openness** **Caring for Others**

Southerly Point Co-operative Multi-Academy Trust

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

1. Rationale

We believe that the process of Continuing Professional Development (CPD) is central to the work of an improving school. A clear commitment to the provision of high quality CPD for all colleagues is essential in promoting a community which values life long learning. CPD is also integral to our work as a self-evaluating school and promotes school based research and enquiry.

Informed professionalism lies at the heart of our concept of our school as a Learning Community and we believe that enormous scope of skills and expertise held within this community should provide the foundation of our CPD activities.

2. Principles

CPD activities should:

- Focus upon meeting pupils' needs and enable pupils to reach their full potential.
- Encourage every member of staff and governors to work towards the achievement of the school's vision, aims and objectives.
- Be clearly linked to the priorities and areas of focus outlined in the School Improvement Plan.
- Provide opportunities for staff to evaluate current practice and extend, develop and update their professional skills, knowledge and understanding.
- Increase the effectiveness of staff and Trustees, both as individuals and as members of teams.
- Prepare staff for progression in their careers and enhance job satisfaction.
- Provide the rationale and basis for the Appraisal process.
- Promote equal opportunities and the school's co-operative values.

3. Objectives of the Policy

- To represent CPD needs of teaching and support staff and governors.
- To support career progression of all staff.
- To increase capacity and quality of CPD opportunities.
- To establish clear links between CPD, Self-Evaluation, School Improvement Planning, Appraisal and Pay Progression.
- To enable teaching staff to deliver excellent learning and teaching and for pupils to achieve their potential.

4. Standards

Where CPD is most effective it is characterised by:

- Identifying intended outcomes relating to the quality of pupils' learning and development as part of the planning process for all CPD activity.
- Achieving specific targets that relate to individual (as set out in Appraisal Plans), team (as set out in Department / Subject Improvement Plans) and whole school needs (as set out in the School Improvement Plan).
- High quality developmental experiences, which combine theoretical inputs, practical examples, demonstrations and new technologies.
- Sound coaching and mentoring which encourages rigorous and regular self-reflection and collaborative approaches to learning.
- Access to supportive peer observation opportunities.

- Access to specialist inputs from internal and (when necessary) external advisors, trainers and consultants.
- Effective resourcing to ensure that CPD activities are sustainable and manageable alongside existing duties.

5. Provision

CPD can and should take many forms. Whilst some externally provided courses that clearly meet identified needs are included in the framework of provision, we believe that other approaches towards CPD are using more effective in improving practice. We are keen to develop as a self-evaluating school with a strong emphasis upon school based action research and the sharing of effective practice within and across teams. We are also keen to take part in networks beyond the School, which will help us to develop our own practice.

Examples of the activities that we would wish to see include:

- Sharing effective practice by emphasising the discussion of teaching and learning (rather than administration) in curriculum Workshops.
- Sharing feedback from Learning Walks and Work Scans, within and beyond the curriculum area
- Feedback from staff and governors who have engaged in CPD via team meetings, Staff Bulletin etc.
- Running school based training which is made available to other schools
- Engaging in partnerships with HEIs for the purposes of CPD
- Networking with staff and governors with similar roles in other schools
- Visits to other institutions , for instance to see effective practice, or to develop cross phase working
- Coaching, shadowing and mentoring other Staff. Taking on extra responsibility, with particular reference to Staff in their second and third year of teaching
- Engaging with Action Learning Set activity
- Maintaining a Professional Development Portfolio / log
- Engagement in action research (and sharing its outcomes) Learning Workshops and whole school CPD events
- Studying for additional qualifications

6. Appraisal

The Appraisal process is the central mechanism for identifying, agreeing and realising an individual's CPD needs and provision. The Teachers' Standards provide the basis for the discussion and agreement of CPD needs. The Appraisal Planning Meeting provides the plan for the individual's development in the context of Teachers' Standards, career progression and the School's Quality Improvement Plan.

7. Roles and Responsibilities

Staff members are expected to:

- Be committed to their own CPD (*All Staff*)
- Actively identify and agree their own CPD needs with their Appraiser (*All Staff*)
- Actively seek opportunities to meet the above needs (*All Staff*)
- Participate in the evaluation of any CPD activity which they have undertaken and feedback / cascade to relevant teams (*All Staff*)
- Engage with CPD activity as appropriate to their career stage and role (*All Staff*)
- Engage, where possible, with networks beyond the school (*All Staff*)

- Participate in preparing proposals for CPD related to School and Subject Improvement Plans (*Teaching Staff*)

It is good practice for all staff to maintain a Professional Development Portfolio / log and Reflective Journal.

Curriculum and Programme Leaders / Heads of Faculty / Heads of Progress and Support Staff Team Leaders are expected to:

- Recognise and celebrate the achievements and progress of staff. Support and facilitate the sharing of effective practice
- Assist staff in identifying their CPD needs through the appraisal process
- Raise awareness of and encourage participation in CPD activities
- Liaise with the colleague responsible for Teaching and Learning concerning CPD opportunities and proposals

The leader responsible for Professional Development is expected to:

- Ensure that CPD provision is available for all members of staff (including a specific Induction Programme for new members of staff)
- Monitor and evaluate the quality of provision in order to ensure that it is of the highest standards
- Manage the school's Staff Training Budget
- Liaise with external providers and networks concerning CPD opportunities
- Guide and advise staff and governors regarding appropriate CPD opportunities
- Facilitate the CPD provision arising out of the Appraisal process
- Lead the implementation of the school's CPD plans

8. Resources

The annual CPD budget will support the professional development of **all** staff and is managed by the colleague responsible for Professional Development.

Impact, Monitoring, Evaluation and Review

Impact of CPD on the quality of pupils' learning is assessed through the measurement of success against the intended outcomes identified in CPD planning and the School's Improvement Plan objectives.

Monitoring is undertaken by the colleague responsible for Professional Development through the mechanism of centralised CPD record keeping

Evaluation is undertaken through analysis of individual and aggregated CPD evaluations as presented by the leader responsible for Professional Development

Review is undertaken by the SLT and those in governance as part of the School's Continuous Quality Improvement processes.