

Longdean School



Continuing Professional Development (CPD) Policy

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Policy Statement

Longdean School believes in the DFE philosophy that “effective teachers should take ownership and give a high priority to professional development”. We believe that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfillment and assists the recruitment and retention of staff.

All staff, teaching, support staff and governors shall have an entitlement to equality of access to high-quality induction and Continuing Professional Development. All members of the school community will have opportunities through performance management and their annual review, to discuss their professional development needs.

CPD in Practice:

1. Part-time staff are not asked to attend CPD courses on a day that they would not normally work unless it is considered vital to their role in school and no other time was available for them to attend. In these cases staff are paid pro rata.
2. In the case when staff request to attend a course on a day that they wouldn't normally work, this decision is left to the Headteacher's discretion. Part-time staff with a Teaching and Learning Responsibility (TLR) are generally paid pro rata but this decision is left to the Headteacher's discretion.
3. The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating a culture that extends the capacity for self-improvement.
4. CPD planning will be directly linked with the School Improvement Plan and Department Improvement Plan. It will be based on a range of information:
 - The needs of our school and departments as identified through self-evaluation
 - Issues identified through other monitoring, eg. OFSTED
 - National and local priorities, eg. National Strategies and LA priorities
 - Performance Management.
5. The school's CPD provision will encourage and support in developing skills and competencies progressively, with reference to recognized competency frameworks such as the DFE Teachers Standards Framework, NCSL's Leading from the Middle and competency descriptions for Teaching Assistants, HLTA's and bursars.
6. Staff attending weekend CPD to be paid in cases of all teaching staff except SLT. SLT to be given out of pocket expenses for Saturday working at the discretion of the Headteacher.

Leadership and Management

1. The CPD coordinator will be responsible annually for discussing with the Headteacher and Personnel Committee the main CPD priorities and the likely budgetary implications of addressing these needs. They will be responsible for liaising with all staff
2. There will be arrangements for annual discussions between staff and the CPD coordinator 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

Ensuring Effective CPD

Clearly there is a need to balance the school budget with staff needs. Opportunities will be rated more highly when they:

- 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 students achievements;
- d) respect cultural diversity;
- e) are provided by those with the necessary experience, expertise and skills;
- f) make effective use of ICT
- g) provide value for money

Where possible, this will be combined with the Performance Management process. To this end staff must complete a detailed form that encourages them to consider the relevance and importance of the course that they wish to attend. Other factors to consider when permitting staff to attend off site INSET are the impact on lessons and how many cover teachers a student may have in one day. Financial constraints mean that most staff can expect no more than 2 days training *above that already planned by the school*. Exceptions to this rule include NQTs who are expected to complete the Local Authority Induction Programme which involves being out of school on 4 days, funded by the LA. Other exceptions could include staff with a dual role e.g. a Director of Learning who has been seconded to SLT for a year. In these instances training needs for all aspects of a role should be discussed with the member of staff's line manager and the CPD coordinator.

Recording and Disseminating

Staff and Governors are responsible for keeping their own CPD portfolio updated. Following professional development, the participant will discuss with their line manager the best way to disseminate their learning to other staff. This will most commonly be through departmental or other team CPD but may on occasions involve papers to all staff, SLT, Governors or other colleagues.

The CPD coordinator will provide SLT and governors with termly updates of staff INSET both in-house and externally. These will be cross referenced to ensure that school systems are being adhered to.

Ensuring a wide range of CPD opportunities

It is in our interest to do this as we improve the impact of CPD on teaching and learning. We will achieve this by:-

- Prioritising our own staff expertise and increasingly to make use of in-house training
- Attendance at a course or conference
- In classroom observation, sharing existing expertise
- School-based work through accessing an external consultant/adviser or relevant expert such as our two advanced skills teachers, master classes, model and demonstration
- Lesson observations
- School visit to observe or participate in good and successful practice, eg. visit to a school. This might be abroad via TIPD (Teachers International Professional Development) or our international school links or through our own contacts. It could also be a visit to a British school to focus on a specific subject area or a Leading Edge school
- Coaching and mentoring opportunities at Longdean with colleagues
- Sharing ideas and experiences through staff meetings

A comprehensive list of CPD opportunities is made available to all staff in the staff shared area on the intranet.

Assessing the impact of CPD

The CPD coordinator shall produce a report to SLT and the governing body three times per year with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- Student and school attainment
- Improved teaching and learning
- Increased student understanding and enthusiasm
- Increased staff confidence
- Improved student outcomes at KS3, 4 and 5
- Recruitment, retention and career progression/promotion of staff

This will be achieved through staff completion of an evaluation form for all external INSET attended, by the completion of evaluation forms for in-house INSET and through SLT line management meetings as well as a review of the performance management objective setting meeting.

This CPD policy will be reviewed every other year by Staff, SLT and the Governing Body