

Continuing Professional Development Policy



Formby High School
Determined to Achieve

Continuing Professional Development Policy

Rationale

This Policy is underpinned by the Department for Education (DfE) Standard for Teachers' Professional Development (July 2016) and associated Guidance Document (July 2016).

Policy Statements

- All teaching staff, support staff and governors shall have an entitlement to access high-quality induction and Continuing Professional Development (CPD).
- Through appraisal, all members of the school community will have opportunities to discuss and establish their professional development needs with their line manager.
- Teaching staff will complete a comprehensive self-evaluation survey based on our Quality Classroom model to help inform leaders about key areas for professional development.
- CPD planning will be inextricably linked to and integrated with the school's improvement and development plan and be based on a range of information:
 - the needs of the school as identified through its self-evaluation
 - issues identified through other monitoring, e.g. Ofsted, SISRA, Analyse School Performance, Inspection Data Summary Report, the appraisal process
 - feedback from lesson observations
 - feedback from staff and others, including governors, students and parents
- Emphasis will always be on improving standards and the quality of teaching and learning.
- The school will have effective measures in place to audit the professional and personal needs of staff, linking to the school's self-evaluation and the appraisal system.
- The school will endeavour to source the provision of CPD according to best value principles.
- The school's CPD provision will allow staff to develop skills and competencies progressively, with reference to the Teachers' Standards (2012) for teaching staff and competency descriptors for support staff.
- The school will support accreditation of the professional development of staff.
- Teachers will be expected to disseminate good and successful CPD practice that supports and improves teaching and learning.
- The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and are relevant to the school's development priorities.
- The school is committed to provide the highest quality Induction for Early Career Teachers (ECTs) – this responsibility is devolved to the Senior Assistant Headteacher (Teaching, Learning and CPD).
- The school recognises the importance of effective Initial Teacher Training (ITT) programmes to develop the teachers of the future. A strong commitment to ITT encourages reflective practice and supports a 'learning culture' within the school, encouraging teachers to be reflective, open and engaging in professional dialogue about the dynamics of learning. Strategic responsibility will be devolved to Professional Mentor and the Senior Assistant Headteacher (Teaching, Learning and CPD).

Responsibilities

Senior Assistant Headteacher, Teaching, Learning and CPD

- Identify the whole school priorities and publish these annually through the School Improvement and Development Plan and CPD Directory

- Identify all staff CPD needs, delegating responsibility, where appropriate, to middle leaders
- Review annually the main CPD priorities and budgetary implications with the Headteacher and Governing Body
- Assess annually the benefits of CPD undertaken in relation to its impact on:
 - student and school attainment and progress
 - improving teaching and learning
 - increasing student understanding and enthusiasm
 - improving staff confidence
 - increasing evidence of reflective practice
 - recruitment, retention and career progression of staff
 - improving efficiency and capacity
- Provide regular feedback to the Headteacher and the Governing Body on the provision and delivery of CPD throughout the school year
- Ensure there are robust, transparent arrangements for accessing CPD that are known to all staff
- Coordinate the school's training programme, including INSET Days, CPD Seminars, visiting speakers / practitioners and online professional development
- Ensure there are arrangements for staff to discuss the following at least annually with their line manager within the context of school priorities:
 - their individual CPD needs and aspirations
 - methods of accessing CPD provision, including appropriate funding
 - relevant accreditation opportunities
 - strategies and opportunities for disseminating their training

Curriculum / Subject Leaders and Support Managers

In addition to those responsibilities outlined for teachers and support staff above, Curriculum / Subject Leaders and Support Managers will:

- Identify individual staff and Curriculum Area / Support Department CPD priorities
- Carry out lesson observations and appraisal meetings to identify training and development needs within the Curriculum Area / Support Department
- Ensure designated Thursday evening Subject CPD time is used to best effect throughout the Curriculum Area / Support Department
- Provide opportunities during Curriculum Area / Support Department meetings to move forward the quality of work within the Curriculum Area / Support Department
- Attend and / or contribute to the delivery of the school's CPD programme
- Ensure that the responsibility for the effective coaching and mentoring of trainees and new members of staff are devolved appropriately.

Teachers and Support Staff

- Identify development needs through induction or appraisal processes, and alongside the Quality Classroom Self-Evaluation Survey
- Use designated CPD time effectively to improve teaching and other professional practice
- Attend and/or contribute to the school's CPD programme, including bi-annual CPD Seminar programme
- Attend activities provided by Curriculum and Subject Leaders as part of 'Subject CPD built into our Thursday evening meeting cycle
- Evaluate the impact of training on their professional practice
- Support coaching and mentoring of ITT trainees or apprentices

- Engage in a programme of Professional Growth & Development delivered through appraisal

NQT Induction Mentor

- Ensure a rigorous and robust programme of induction is in place to enable ECTs to successfully pass their Induction Year, including a comprehensive Professional Practice Programme that supports the development of all new teachers
- In conjunction with Curriculum / Subject Leader and ECT, complete appropriate termly reviews and annual assessment forms

ITT Professional Mentor

- Explore the best practice options for ITT for the school
- Ensures the school's support and professional practice meets the requirements from the ITT providers
- Support the Senior Assistant Headteacher with the strategic responsibility for the quality of ITT provision

Teaching Development Leader

- Support the Senior Assistant Headteacher with the provision of high quality CPD across the school
- Develop accessible resources to enhance teaching and learning
- Support the range of professional development programmes offered by the school
- Provide support and guidance with development of individual teachers as well as professional practice within departments and across the whole school

Human Resources Department

- Coordinate a booking system for staff to use when attending CPD training
- Coordinate administrative arrangements regarding CPD, including updating staff CPD records
- Support the work of the Senior Assistant Headteacher, Teaching, Learning and CPD

Governing Body

- Agree and regularly review the school's Continuing Professional Development Policy
- Engage with training provided to the Governing Body

Processes and Procedures

The following criteria will be used to inform the decision making process to achieve (i) judicious use of resources, (ii) meet the CPD aspirations of staff and (iii) address the school's development priorities:

- CPD meets identified individual, school or national development priorities and provides value for money
- CPD will be based on developing effective practice throughout the school
- CPD will help to raise standards of students' achievements
- Training provided will meet equal opportunities requirements and respect cultural diversity
- Training will be provided by those with the necessary experience, expertise and skills. Where possible, and available, we will seek to inspire and challenge our staff to learn from the very best educationalists, presenters and practitioners. This may include local and national 'headliners' and our own outstanding staff
- CPD requirements will be based, where appropriate, on relevant standards

- All training will be monitored and evaluated, including seeking out and acting on user feedback to inform the quality of provision
- The school will support a wide offer of CPD approaches in an effort to support the introduction of our new Professional Growth and Development Log for all teaching staff and to maximise the impact on teaching and learning within the school
- After attending outsourced professional development, participants will disseminate the CPD learning to his / her colleagues
- The Senior Assistant Headteacher (Teaching, Learning and CPD) will be responsible for determining whether any follow up is needed to the training
- The HR Department will update records regularly and accurately of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement