



# CPD POLICY

**Date:** September 2014

**Reviewed:** *September 2017*

**Review Schedule:** *3-years*

**Next review Date:** *Autumn 2020*

**Responsibility:** *Curriculum Learning & Teaching Committee*

<b>Compiled by:</b> <i>Adrian Green</i>	<b>Revision No:</b>
<b>Approved by C L &amp; T Committee</b>	<b>Revision Date:</b> <b>Autumn 2017</b>
<b>SLT:</b> <i>Adrian Green</i>	
<b>Committee Chair:</b>	

## 1.0 Principles, Values and Entitlements

- 1.1 This College is a 'learning community' where all are involved in a continuous process of improvement and enrichment. The College is committed to fostering a positive climate for continuous learning amongst its community. CPD is the means by which the school is able to motivate and develop its community and to raise standards. It does so at a variety of levels - individual, team, whole college and through wider networks with an emphasis on collaborative learning.
- 1.2 The College believes in the DfE philosophy that '*effective teachers should take ownership and give a high priority to professional development*'. It believes that coherent and progressive opportunities to develop professionally and personally improve standards and raise morale, and assists recruitment and retention. CPD is co-ordinated by a CPD leader with a clear job description and who is assisted by others in taking forward this policy. This person will be a member of SLT.
- 1.3 Policy and practice also reflects the current requirements in the July 2016 Standards of Teachers Professional Development:
  1. Professional development should have a focus on improving and evaluating pupil outcomes.
  2. Professional development should be underpinned by robust evidence and expertise
  3. Professional development should include collaboration and expert challenge.
  4. Professional development programmes should be sustained over time.

The Teacher's Standard set out a number of expectations about professional development, namely, that teachers should

Keep their knowledge and skills as teachers up to date and be self-critical

Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

Demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching.

Have a secure knowledge of the relevant subject(s) and curriculum areas

- 1.4 All those involved in the College community have an entitlement to equality of access to high quality induction and continuing support and development.
- 1.5 The central features of the CPD policy are:
  - effective auditing and identification of need and aspiration;
  - ensuring appropriate match of provision to the individual;
  - reliable and explicit evaluation of the impact of provision;
  - effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.

- 1.6 The College will retain quality standards in organisations that support effective CPD, when appropriate, eg Investors in People.
- 1.7 The College will use a range of types of provision and providers adopting Best Value principles.
- 1.8 The College's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise.
- 1.9 The College will support professional recognition including accreditation of the CPD undertaken.

## **2.0 Identifying CPD Needs**

- 2.1 The College has a named CPD leader who fulfils a leadership and management responsibility in relation to this post. The CPD leader will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.
- 2.2 The CPD leader shall be responsible for identifying the College's CPD needs and those of the College community. Such needs will be identified largely through existing mechanisms such as appraisal, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence, and through informal and formal discussions with individuals and teams. The outcomes of this needs analysis will reflect key priorities in the College's Improvement Plan.
- 2.3 The CPD leader will be responsible annually for discussing with the Principal and governing body the main CPD priorities and the likely budgetary implications of addressing these needs.
- 2.4 CPD issues will be addressed at governing body meetings and be included as part of the Principal's report. The CPD leader shall attend appropriate governing body meetings and report on the provision and impact of CPD when appropriate.
- 2.5 Requests for accessing CPD are addressed to the CPD leader who will decide on the most effective means.
- 2.6 The CPD leader shall provide and update details of the range of CPD opportunities available and be responsible for communication relevant opportunities to appropriate staff. The information will be kept updated and made accessible and available to the College community.
- 2.7 The CPD leader, in conjunction with the College's Business Manager and Chair of Governors, shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the College community:
  - Trainee Teachers

- Newly Qualified Teachers
- Other staff new to the school or role
- Teachers in their early years
- Teachers with 5 years + (including those beyond the threshold and those in the later stages of their career)
- Teachers specialising in teaching particular groups of pupils
- Advanced Skills Teachers, fast track and lead teachers
- Middle leaders and emergent leaders
- Senior leaders in their early years
- More experienced senior leaders
- Governors
- Senior support staff including bursars, business managers and ICT managers
- Systems managers and premises managers
- Teaching assistants and nursery nurses, bilingual support
- Language assistants and learning mentors
- Secretarial and administrative staff including librarians, catering staff
- Instructors, performers and technicians including science, DT and ICT
- Parents and carers
- Regular supply staff and those seeking to return to the profession

2.8 The CPD leader will be responsible for ensuring that providers are of sufficient quality.

2.9 The College will have systems and opportunities for teams and the whole College to discuss and feed information to the CPD leader details of priorities and methods including the use of College training days.

2.10 The CPD leader will be responsible for ensuring the efficient organising of opportunities, eg booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations, College improvement organisations.

### **3.0 CPD Provision**

- 3.1 CPD opportunities available will be offered if they
- meet identified individual, College or national development priorities;
  - be based on good practice - in development activity and in teaching and learning;
  - help raise standards of students' achievements;
  - respect cultural diversity;
  - be provided by those with necessary experience, expertise and skills;
  - be planned systematically and follow the agreed programme except when dealing with emerging issues;
  - be based, where appropriate, on relevant standards;

- be based on current research and inspection evidence;
- make effective use of resources, particularly ICT;
- be provided in accommodation which is fit for purpose with appropriate equipment;
- provide value for money;
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

3.2 It is worth remembering that CPD could include any of the activities below:

- Active involvement in Development Groups/working parties
- Work in a trio, planning specific episodes in lessons and observing/feedback to colleagues
- Support from other colleagues, eg with Moodle, Literacy, Differentiation
- Developing an aspect of the curriculum
- External courses, Babcock meetings etc
- Accredited courses leading to professional qualifications
- Team CPD activities, eg curriculum development sessions
- Whole-college CPD
- College-based programmes, eg NQT
- Observations
- Visit to observe good practice in another school
- Buddying up with a colleague or department at CVCC or in another school
- Practical experience eg exam marking
- Any leadership opportunities, eg leading CPD
- Coaching and mentoring
- Team teaching

#### **4.0 Evaluating Impact and Disseminating Good and Successful Practice:**

4.1 Following professional or other development, the participant will discuss with their Appraisal Reviewer and Subject Leader the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD leader will be responsible for organising that, eg circulating relevant resources, a session at staff or subject meeting, introducing a teaching or learning strategy, inclusion on the College website.

4.2 The Appraisal Reviewer and Subject Leader will be responsible for ensuring whether any follow up is needed, eg feedback, issues of access.

4.3 The CPD leader will review annually whether any aspects of the CPD provision, eg subscriptions do not represent value for money and make appropriate recommendations to the Principal and SLT.

- 4.4 The CPD leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD leader shall be committed to ensuring that CPD systems and procedures conform to current research findings.
- 4.5 This will be undertaken at a variety of levels including
- immediate/short term evaluation by participants via subject leader/line manager;
  - longer term follow up for a sample of CPD undertaken usually at appraisal Review meeting;
  - informal discussion with colleagues about improved practice.
- 4.6 Use will be made of appropriate DfE documents to aid assessment of impact but it will, in any case, comprise objective data as well as other beneficial effects such as:
- pupil and College attainment;
  - record keeping;
  - more effective and embedded teaching and learning practices, eg creativity, variety of teaching and learning approaches and Assessment for Learning;
  - a climate of supporting success and effort;
  - staff confidence, enrichment, motivation self-esteem, preparedness to take risks, collaboration, reflectiveness;
  - pupil enthusiasm, engagement and commitment;
  - recruitment and retention;
  - career progression and succession.
- 4.7 The CPD leader shall report to the governing body on the benefits of the CPD undertaken and future needs, as appropriate.