



Bedenham and Holbrook Federation of Primary Schools CPD (Continuous Professional Development) Policy



May 2017

Responsibility: The EHT and HoS draw up and implement the CPD policy.
The Governors' Pay and HR Committee review the policy and monitor its implementation.

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1. Introduction

Continuous Professional Development (CPD) is an entitlement for all staff and governors of the Federation. It aims to:

- Improve the quality of learning and teaching
- Provide the highest standards of support and guidance to pupils
- Facilitate school improvement and development
- Contribute to professional aspirations and career progression

Teachers, support staff and governors have a responsibility to utilize CPD to develop their knowledge and their capacity to be positive role models to pupils as lifelong learners.

2. Approaches to CPD

The Federation will support a wide portfolio of CPD approaches in order to facilitate school improvement and increase its accessibility to staff.

These CPD approaches may include:

- Attendance at courses, conferences, workshops or briefings
- In-school training using the expertise available within the School, e.g. skills in classroom observation; coaching skills; pastoral management skills;
- Research opportunities and opportunities to participate in award bearing work from higher education and other providers such as the Pioneer Teaching School.
- Practical experience, e.g. external examination marking, opportunities to present a paper, contributing to a training programme, co-ordinate or support a learning forum or network, involvement in local and national networks;
- Job enrichment or enlargement, e.g. job sharing, acting leadership roles, job rotation, job shadowing;
- School-based partnerships, e.g. learning study triads across the curriculum and in specific subject areas, year team meetings, pastoral meetings, standardisation and moderation, working parties to research and develop aspects of learning and teaching, presentations to school governors;
- School-based work overseen by an external consultant, adviser or relevant expert;

- School visits to observe or participate in outstanding practice;
- Secondments, eg with a regional or national organization, an exchange or placement eg with another teacher, school, industry or higher education
- Working in house with colleagues who are more experienced using coaching, shadowing, team-teaching and mentoring techniques to improve practice.

3. Induction

All staff and governors new to the Federation receive a planned induction. Line Managers, Heads of School, Year Leaders and Senior Leaders have discrete responsibilities within this process. Every new member of staff receives a handbook. New teachers are invited to spend 2 days in school during the term prior to their start date. The days are structured to ensure that new members of staff benefit from a positive and purposeful start to the new academic year.

Newly Qualified Teachers follow a specific programme of support and training in line with DfE requirements. ITT students also follow a structured programme of professional training. The Teaching Mentor has responsibility for the delivery of these programmes in school.

Governors receive a variety of documents which includes the Governance Handbook, Instrument of Governance, code of conduct, guidance for visits and other key information. Governors also attend the introduction to Governance course delivered by Hampshire County Council.

4. In-Service Training

The school holds 5 in-service training days during the academic year. These are planned by the Senior Leadership Team, the content of which is informed by the needs of the schools, which are identified in the School Improvement Plans. The purpose of INSET is to improve learning and teaching by:

- Increasing awareness of educational developments and innovations;
- Improving experience and competence in identified areas;
- Developing an awareness of the School's ethos;
- Enabling staff to contribute to the formulation and delivery of the School's development and improvement plans;
- Exchanging ideas and sharing outstanding practice.

The School aims to make the best use of all available resources and will draw from providers such as:

- In-school expertise; making use of the experience and skills of staff;
- A variety of institutions including teaching schools and universities;
- Representatives of agencies or independent organisations or individuals who have specific areas of expertise;
- Local authority experts, e.g. the Hampshire Safeguarding Children Board.

Learning Study Triads

During the academic year 2017/18, every teacher in the School will be offered the opportunity to take part in the 'Learning Study Triads' scheme. The aim of which is to:

- Develop the sharing of teaching practice across the curriculum;
 - Promote discussion about how pupils learn;
- Encourage deeper reflection and increased collaboration

Leadership and Management of CPD

The Heads of Schools are the CPD leaders and have an overview of staff development. The CPD leader will ensure that CPD balances the needs of the School, Year teams and the career aspirations of the individual so that staff can maintain and develop their skills and contribute towards school development and improvement.

The CPD leader's main responsibilities will be to:

- Identify the School's CPD needs through school self-evaluation, analysis of appraisal and target setting, formal and informal discussion with curriculum and pastoral leaders and SLT.
- Discuss CPD priorities and budgetary implications with the Executive Headteacher and the governing body;
- Monitor and evaluate the quality of CPD through formal and informal feedback;
- Report to the Executive Headteacher and the governing body on the provision and impact of CPD;
- Keep up-to-date with CPD developments nationally and locally;
- Promote CPD as a central element of performance and appraisal;
- Provide details of CPD opportunities and disseminate information to the appropriate staff and governors.
- To support CPD, Line Managers will:
 - Work within the context of the STRS Appraisal Policy, the yearly School Improvement Plan, Phase Plans and the Teachers' Core and Post Threshold Standards to identify CPD needs;
 - Secure appropriate staff development within budgetary constraints
 - Take into account the professional and personal aspirations of the member of staff or governor and actively support continuous professional development;
 - Be fair, honest and have regard for the School's commitment to equal opportunities;
 - Take into account the current knowledge and experience of the member of staff or governor;
 - Ensure that records of all CPD are kept up-to-date and that relevant information arising from training is disseminated appropriately and in a timely manner so that as many members of staff as possible can benefit from the training undertaken.
 - Records of staff CPD will be collated and filed by the Finance Officer in each school.
 - Finance Officers will also alert Heads of School to renewal and refresher dates and opportunities as they arise.
 - The Development and Training Governor (DTG) is responsible for recording, collating and advising on Governor training needs.

Procedures

In the first instance, attendance at any CPD course must be agreed in principle with the members of staff's line manager and any other relevant curriculum or pastoral leader. In the case of governors, training is recommended by the DTG and should be relevant to the roles that governors undertake. The training is provided under the terms of a Service Level Agreement with Hampshire County Council.

5. Funding

Funding for staff CPD is incorporated into the Schools' budgets.

Before approval is given to CPD training, careful consideration must be given to value for money, the needs of the children and the CPD's direct impact on them, school improvement priorities and the resources available, e.g. How and when will information from the training course be disseminated to relevant members of staff? Can similar training be accessed through another, less expensive, provider or by another means? Can training be accessed locally rather than further afield?

Travel expenses can be claimed through the Finance Officers. When travelling by train, tickets should be booked in advanced.

6. Evaluation

The quality and short-term effectiveness of CPD is evaluated through the CPD evaluation pro forma and informal discussion with staff and governors.

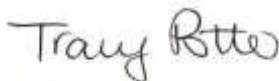
The long-term effectiveness of CPD is evaluated through:

- Pupil attainment;
- Lesson observations showing that children's needs are being met and teacher or support staff's subject knowledge is good;
- Minutes of subject meeting, year meetings, full governing body, and governor committee meetings showing impact of CPD;
- Retention and career progression of staff.
- Staff well-being is good and absence is low.
- Staff questionnaires and skills audit show that staff are confident to undertake their roles well.

Agreed at Policy working party 15th May 2017; ratified at FGB 22nd May 2017



Chair of Governors



Executive Headteacher