

# CONTINUOUS PROFESSIONAL DEVELOPMENT

## POLICY

**Persons Responsible:** **Headteacher and Assistant Headteacher  
Personnel Sub-Group**

**Review Date:** **February 2013 (Bi-Annual)**

**Distribution:** **Governors and Staff**

**Web Page:** [www.headlandsprimary.co.uk](http://www.headlandsprimary.co.uk)

Policy Written by: Vicky Culbard – January 2005

Policy reviewed in February 2006 – Additional information including the format for a staff professional portfolio.

Policy reviewed in February 2007 by Vicky Culbard – No changes

Policy reviewed in February 2009 by Vicky Culbard – minor changes to Appendix 2 extended to 2a for non-teaching staff.

Policy reviewed in February 2010 by Vicky Culbard – minor changes, Appendix 2 and 2a withdrawn

Policy reviewed in February 2011 by Vicky Culbard – alterations made to reflect the new roles and responsibilities of Phase Leaders

# Headlands Continuous Professional Development Policy

## School Ethos

Headlands school is a thriving, learning environment where all members of the staff and Governors are given opportunities to develop their skills through continuous professional development.

CPD is the umbrella term that includes all of the activities that someone does to make them do a better job. It refers to

*"any professional development activities engaged in by teachers [and others in schools] which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process"* Bolam [1993]

At Headlands we are constantly striving to further improve the effectiveness and quality of our teaching and delivery of the curriculum and to exploit as many opportunities as possible to enable our children to learn.

## Equal Opportunity

At Headlands Primary School, we value every member of the staff, parents, community, Governors and children. The Governing body will not discriminate against any member of staff on the grounds of race, colour, ethnic or national origin, religion, creed, sex or disability with regards to professional training

## No Smoking Policy

At Headlands Primary School we operate a total no smoking policy both within the school and on the school site.

## Reasons Why CPD Is Important

- 1) CPD is about school improvement, about raising standards of attainment and achievement through high quality teaching and learning. The DfES define CPD as including "any activity that increases knowledge or understanding and effectiveness in schools. It can help raise children's standards and improve job satisfaction". In other words, it is a vital element of school improvement and not a bolt-on addition.
- 2) CPD is about improving pupils learning. This occurs when Teachers are motivated, developed, updated and aware. Evidence suggests effective CPD raises confidence, self-esteem, motivation and participation.
- 3) CPD is about improving the quality of teaching. It helps to make all staff versatile, reflective practitioners who are happy to engage in discourse about teaching and learning. It helps them adapt to ever-changing needs and circumstances.
- 4) CPD is about supporting the Personalised Learning Agenda with its emphasis on assessment for learning, creative use of learning styles, better use of classroom data and partnership with others beyond the classroom.
- 5) CPD is about creating vibrant and exciting learning communities, with staff and pupils learning together producing an ethos of creativity, reflection and instilling a passion for lifelong learning.
- 6) CPD is about broadening staff and school horizons especially through learning together with the school, in the wider community and with the schools inter-agency partnerships.
- 7) CPD is about recruiting and retaining good staff. It provides people with the skills and abilities to support them in the classroom; and if they wish, to prepare them for the next stage in their career.
- 8) CPD is about providing recognition for the additional skills, knowledge and competencies acquired by staff, often through formal accreditation.
- 9) CPD is about providing the technical competence and understanding to make schools safe and secure environments, e.g. training in skills and understanding in areas such as Health and Safety.
- 10) CPD is about 'Best Value' The majority of the most successful companies and organisations invest in CPD and give a high priority to training and refreshing their staff.
- 11) CPD guards against the danger of continually recycling the same practices and methods leading to a downwards spiral and being overtaken by more vibrant schools in terms of performance and reputation.
- 12) CPD is about 'Every Child Matters', and about 'Every Member of the School Community Matters'.

- 13) CPD is about members of staff being informed and confident to take on board new policies and strategies from central and local government.
- 14) CPD is an essential element in giving opportunities to staff to develop their skills and knowledge and enabling them to move forward in their individual careers.
- 15) CPD should be viewed as the natural and ongoing progression for a teacher, from initial teacher training through to induction at the beginning of the NQT year and then into continuous professional development.

## **Principles, Values and Entitlements:**

- 1) The school believes in the Department for Educational Standards (DfES) philosophy that “effective Teachers should take ownership and give a high priority to professional development”. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
- 2) 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, appraisal and through other mechanisms to discuss their professional development needs.
- 3) The school will obtain appropriate quality standards in organisations that support effective CPD, e.g. Investors in People.
- 4) 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 learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self improvement.
- 5) CPD planning will be inextricably linked and integrated with the school’s development/improvement 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, quality standards such as Investors in People;
  - National and local priorities, e.g. national strategies, the LEA’s EDP, local community priorities;
  - Performance Management; Training Needs form to be completed by a line manager.
  - Feedback and staff and others including governors, pupils and parents.
- 6) The school will have effective measures in place to audit the professional and personal needs of staff and link to the school’s self-evaluation and performance management system. The school’s CPD policy will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.
- 7) During the Performance Management meeting, a member of staff in liaison with their line manager, should identify areas where training is required. The line manager should then make suitable arrangements to ensure this training is undertaken and how effective it has been.
- 8) The school will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.
- 9) The school’s CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfES Teachers Standards Framework, NCSL’s Leadership Development Framework and competency descriptions for Teaching Assistants, HLTAs, Bursars, etc.
- 10) Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.
- 11) The CPD co-ordinator holds a senior responsibility within the school.
- 12) The school will interpret CPD in a broad sense, operating on the principle of “fitness for purpose”.
- 13) The school will support accreditation of the professional development of staff.
- 14) The school will disseminate good and successful CPD practice that supports and improves teaching and learning.
- 15) CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.
- 16) 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 can be accommodated within the constraints of the school.

- 17) The school will equip each member of the teaching, learning support and administrative staff with their personal professional portfolio and will encourage and support them in the maintenance of their own personal professional needs. (See Appendix 2).

## **Leadership and Management of CPD**

- 1) The school will have a named CPD co-ordinator who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD Co-ordinator will receive training as appropriate in order to fulfil this role effectively and attend useful provider's sessions.
- 2) Members of the Senior Staff are appointed as the Line Managers for teachers in their phase. Senior Staff or Threshold Teachers are appointed as Line Managers for all Teaching Assistants, Swimming Instructor and Librarian.
- 3) The CPD Co-ordinator will be responsible annually for discussing with the Headteacher and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.
- 4) CPD issues will be addressed at Governing Body meetings and be included as part of the Headteacher's Report.
- 5) There should be robust, transparent arrangements for accessing CPD that are known to all staff.
- 6) Line managers appointed to carry out Performance Management, will report the training needs identified during performance management of individuals.
- 7) The CPD co-ordinator needs to maintain a clear overview of the training and development opportunities that are available to the staff.

## **Who will be involved in CPD**

- Newly Qualified Teachers
- Early Professional Development Teachers – Years 2-5
- Teachers with 5+ years experience (including those beyond the threshold)
- Teachers specialising in teaching particular groups of pupils e.g. SEN, DSP, Travellers, EAL
- Teachers.
- Graduate Teachers and Students
- Experienced Class Teachers not seeking further promotion.
- Middle Managers/Subject Leaders (emergent leaders)
- Senior Managers/members of leadership teams
- Teachers preparing for Headship, including Deputies and Assistant Heads.
- Headteachers
- Governors
- Administrative staff including Bursars, Business Managers, Premises Managers, Librarians and Catering Staff
- Higher Learning Teaching Assistants (HLTAs), Teaching Assistants and Nursery Nurses
- Regular supply staff and those seeking to return to the profession
- Parents
- Pupils
- School Community

## **Planning for Effective CPD**

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance.

- 1) meet identified individual, school or national development priorities;
- 2) are based on good practice – in development activity and in teaching and learning;
- 3) help raise standards of pupils' achievements;
- 4) respect cultural diversity;
- 5) are provided by those with the necessary experience, expertise and skills;
- 6) are planned systematically and follow the agreed programme except when dealing with emerging issues;
- 7) are based, where appropriate, on relevant standards;

- 8) are based on current research and inspection evidence;
- 9) make effective use of resources, particularly ICT;  
are provided in accommodation which is fit for purpose with appropriate equipment;
- 10) provide value for money;
- 11) have effective monitoring and evaluation systems including seeking out and acting on user feedback to form the quality of provision. A course evaluation form will be completed by all members of staff and Governors attending courses (appendix 1).
- 12) Encouraging all members of staff to maintain and keep up-dating their individual Professional Portfolio. (See Appendix 2).

## **Supporting a range of CPD activities**

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- attendance at a course or conference;
- in-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons;
- school visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a beacon school;
- secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another Teacher, school, higher education, industry, international exchange, involvement with Governing Body.
- opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- research opportunities, e.g. a best practice research scholarship;
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
- job enrichment/enlargement, e.g. a higher level of responsibility, front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- partnerships, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network, Network Learning Community;
- creating an improved learning environment within the school.

## **Recording and disseminating**

The CPD Co-ordinator will provide directly, or organise, guidance to staff on producing and updating an appropriate professional development portfolio.

Following professional development, the participant will complete a Course Evaluation Form (appendix 1) and in consultation with their line manager disseminate and cascade training to other staff where appropriate.

The CPD Co-ordinator, in liaison with the Headteacher, will also be responsible for ensuring whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions.

This CPD policy will be reviewed annually by the Governing Body.

## **The role of the CPD Co-ordinator**

- a) To annually review the CPD policy and to make any appropriate alterations.
- b) To help in the monitoring of the CPD budget including the Service Agreement with the Local Authority.
- c) Ensure all new members of staff receive a Professional Portfolio that has been collated by the CPD Co-ordinator.
- d) The CPD Co-ordinator should be a member of the Senior Staff and be able to work in close liaison with the Headteacher and Governors when required.
- e) Identify opportunities for training in response to new initiatives by Government or Local Authority.
- f) Collation of any in-house training notes that may be referred to by OFTSED, Local Authority or the Headteacher.
- g) Development of training days in liaison with the Headteacher, including appropriate arrangements to ensure the training is conducted in a professional manner.

## Headlands Course Evaluation Form

### Course Details:

Name: \_\_\_\_\_ Date of course \_\_\_\_\_

Position: \_\_\_\_\_ Venue used \_\_\_\_\_

Title of course: \_\_\_\_\_ Training Agency \_\_\_\_\_

### Purpose For Attending Course

**How well were the aims of the course met?**

Low    1    2    3    4    5    High

**How relevant was the information given in aiding your understanding?**

Low    1    2    3    4    5    High

**How would you rate the expertise and effectiveness of the course conveyors?**

Low    1    2    3    4    5    High

**List areas covered that are relevant to the school's Development/Action Plan.**

**Please give details of the date and information when you will be cascading this training to staff, LSA or Governors meeting.**

**Any further comments about the course?**

## PROFESSIONAL PORTFOLIO CONTENTS

1	Curriculum Vitae
2	Job Descriptions
3	Qualifications, Awards, Achievements and References
4	History of responsibilities and positions held in schools
5	Initiatives taken and developments achieved
6	Courses attended and notes
7	In-house training and classroom observation with notes
8	Performance Management – observations and feedback
9	Details of interviews – dates and questions Educational philosophy and goals
10	Information relating to any future job prospects

# **1. Curriculum Vitae**

- Personal details
- Professional details
- Experience
- Education
- CPD training undertaken
- Particular responsibilities held

## **2. Job Description or Descriptions**

- Any Job Descriptions that you presently hold
- Previous Job Descriptions

### **3. Qualifications, Awards, Achievements and References**

- Any qualifications received at school or since. Particularly any GCSEs, 'A' Levels, NVQs and any further education
- Sporting, Musical, Art, Community or any other awards
- Achievements that you have made in school or elsewhere
- References from school, colleagues, previous jobs or present job

#### **4. History of Responsibilities held in school**

- Any previous areas of responsibilities. This could include ELS, ALS or FLS coordinator, curriculum coordinator, circle time, PSHE, coordinating any Sports, Drama or Music, running extra Curricular clubs or being part of an action group or Governors.

## **5. Initiatives taken and developments achieved**

- Any developments within the school that has involved yourself. This could include building developments, curriculum developments, resources, initiatives with parents or the community and the training of staff.

## **6. Courses attended and notes**

- Short courses {for the last 5 to 6 years}
- Longer / accredited courses { over the course of your Career}
- Any notes, handouts or information given on the courses

## **7. In-house training and classroom observation**

- Any training in school you have attended
- Any classroom observations you have made  
{in this school or others}
- Include any monitoring notes you have taken

## **8. Performance Management Observation and feedback**

- Include Planning Records, Classroom Observation and Review statements.

**9. Details of any interviews**  
**Dates and questions**

- Any interviews you have attended
- List of any questions asked
- Include your educational philosophy and goals

## **10. Information relating to any future job prospects**

- Articles, book summaries or newspaper cuttings that Relates to any post you are interested in
- Information received at school
- Information gathered from courses and training

# Headlands Primary School



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