



Continuing Professional Development Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
Feb 2018	Feb 2020	Resources Committee	Governing Body	Steven Lock

We believe that a continuing professional development programme motivates and develops the contribution that teachers, support staff and governors can make to school improvement. This can be done either as individuals, as teams, as a whole school or through professional learning communities.

We recognise the philosophy of the Department for Education that *“effective teachers should take ownership and give a high priority to professional development”*. We want all school personnel and governors to develop professionally and personally in order to improve standards.

We see ourselves as a learning community where everyone is committed to developing a positive climate for continuous learning. Within this community we wish to give everyone access to high-quality induction training and a progressive continuing professional development programme in order for them to be introduced to new ideas and to further develop skills and competencies.

We will develop an annual continuing professional development programme based on information gained from the school’s self-evaluation process, performance management, school inspection, local and national priorities, and results from stakeholder questionnaires.

We believe effective continuing professional development must have a clear focus on improving pupil outcomes. It is essential that we continue to maintain or increase our CPD budget as we understand that pupil outcomes will improve if we use external expert providers who use only evidence based content and approaches. To assess this, we must have in place effective evaluation procedures in order to assess if CPD has impacted on pupil outcomes.

We will endeavour not to produce an over ambitious development plan and therefore to cram too much into our annual continuing professional development programme but to concentrate on key priorities and activities for the year. This we feel will give staff time to work together to plan lessons, investigate and problem solve pupil learning issues. We want staff to approach each priority in an enquiring way in order for them to deepen their understanding of the topic or area by working in teams and for them to try out their ideas in their own classrooms.

We understand that teachers and support staff benefit from CPD that allows them to engage with new ideas, experimentation and practice supported by expert advice.

In order to have in place an effective CPD programme we must look at ways to minimise the workload of teachers and support staff so that they have more effective time to put into place new ideas and activities. We work hard to ensure that within our whole school priorities that the individual development needs of teachers and support are met.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by having in place an effective continuing professional development programme.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)

Aims

- To professionally develop all school personnel and governors by providing an annual continuing professional development programme.
- To have in place an effective continuing professional development that has a clear focus on improving pupil outcomes.
- To use external expert providers who use evidence based content and approaches.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

The Governing Body has:

- appointed a member of staff to be the CPD Coordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the coordinator to have in place an effective continuing professional development programme that has a clear focus on improving pupil outcomes such as:
 - induction training
 - attendance at an appropriate off-site course or conference
 - in-school training
 - visit to a school displaying good practice
 - producing in-house documentation
 - coaching and mentoring
 - job enrichment
 - secondments
 - developing a school-based learning and teaching environment
 - working with a professional learning community

- post graduate professional development
 - distance learning
 - twilight sessions
 - working in partnership as a Strategic Partner in the Tollgate Teaching School Alliance.
- use external expert providers who use only evidence based content and approaches;
 - organise performance management for all school personnel;
 - link the school's self-evaluation and performance management system to continuing professional development programme;
 - provide termly reports to the Governing Body on how the CPD programme has improved pupil and school attainment, improved teaching and learning, increased pupil understanding and enthusiasm, increased the confidence of school personnel, increased evidence of reflective practice and how it has helped recruitment, retention and the career progression of school personnel;
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to all staff;
 - make effective use of relevant research and information to improve this policy;
 - provide resources to support this policy;
 - monitor the performance of pupils by analysing data and by discussion with class teachers;
 - monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
 - annually report to the Governing Body on the success and development of this policy.

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor to have in place an effective continuing professional development programme;
- provide guidance and support to all staff;
- annually discuss with school personnel their needs, ways of accessing CPD provision, funding and the dissemination of all training undertaken;
- discuss with the Headteacher and the Governing Body the main CPD priorities and budgetary implications;
- ensure the continuing professional development programme provides good value for money;
- ensure by monitoring that the continuing professional development programme improves teaching and learning;
- ensure all school personnel produce a professional development portfolio;
- have in place a timetabled programme for school personnel to disseminate back to other school personnel members;
- keep up to date with new developments and resources;
- undertake an annual assessment by looking for improvements in:
 - pupil and school attainment;
 - teaching and learning;
 - pupil's understanding and enthusiasm;
 - staff confidence.
- annually report to the Governing Body on the success and development of this policy.

School personnel will:

- comply with all aspects of this policy
- undertake appropriate training in order to develop skills and competencies;
- evaluate all courses attended;
- disseminate back to other school personnel members;
- keep up to date with new developments and resources;
- annually discuss with the CPD coordinator their CPD needs;
- keep a professional development portfolio of all activities in either paper copy or in electronic format;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

We will raise awareness of this policy via:

- the school website
- meetings with school personnel
- shares Headteacher reports with the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - see Appendix A: Induction of New Staff Policy
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities guidance to policy on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the link governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

This policy has been reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School.