



## **P11 CONTINUOUS PROFESSIONAL DEVELOPMENT**

<b>Last Reviewed:</b>	<b>March 2017</b>
<b>Next Review:</b>	<b>March 2019</b>
<b>Responsible:</b>	<b>The Principal</b>
<b>Approved by Governors' Personnel Committee</b>	<b>Not required</b>
<b>Approved by Full Governing Body</b>	<b>Not required</b>

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

- All staff, teaching, support staff and governors are entitled to equality of access to high-quality induction and continuing professional development. All members of the academy community will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs.
- The academy believes in the DfE 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
- The academy will obtain, where appropriate, quality standards in organisations that support effective CPD.
- 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 opportunities which allows supportive and collaborative discussions to directly extend the capacity for continuous self improvement.
- CPD planning will be inextricably linked and integrated with the academy’s development/improvement plan and be based on a range of information:
  - ❖ the needs of the academy as identified through its self-evaluation, LQA etc;
  - ❖ issues identified through other monitoring, eg. OFSTED;
  - ❖ national and local priorities, eg. national strategies, local need;
  - ❖ Performance Management and Professional Review;
  - ❖ feedback from staff and others including governors, students and parents.
- The academy will have effective measures in place to audit the professional and personal needs of staff and link to the academy’s self-evaluation and performance management system.
- The academy will endeavour to source the provision of CPD according to the best value principles and will interpret CPD in a broad sense, operating on the principle of “fitness for purpose”.
- The academy’s CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfE Teachers Standards Framework, NCSL’s Leadership Development Framework and competency descriptions for Teaching Assistants, HLTAs, LPs etc.

- Quality assurance mechanisms will ensure that the academy is able to access provision of a consistently high standard. Staff have a responsibility to complete appropriate evaluation of provision, either in writing or verbally.
- The academy will support accreditation of the professional development of staff where appropriate.
- The academy will disseminate good and successful CPD practice that supports and improves teaching and learning.
- CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.

## **2 Leadership and Management of CPD**

- The role of the CPD co-ordinator is undertaken by a member of the academy's Senior Leadership Team.
- The academy 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.
- The CPD co-ordinator will work closely with other members of the senior team to ensure that the framework for continuing professional development meets the needs of the academy in a timely manner.
- The CPD co-ordinator will share any CPD issues with the Principal.
- There should be robust, transparent arrangements for accessing CPD that are known to all staff.

## **3 Planning for Effective CPD**

The academy 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. CPD opportunities will be rated more highly when:

- a) they meet identified individual, academy or national development priorities as identified in the Academy or Departmental Improvement Plans;
- b) they are based on good practice – in development activity and in teaching and learning;
- c) they help raise standards of students' achievements;
- d) they enhance teaching for inclusion (SEN, G&T, vulnerable groups, ethnic diversity);
- e) they are provided by those with the necessary experience, expertise and skills;
- f) they are based, where appropriate, on relevant standards;
- g) they are based on current research and inspection evidence;
- h) they provide value for money including travel arrangements and cover requirements;
- i) as a result, the capacity to improve is greater than the disruption to teaching and learning;
- j) the CPD co-ordinator effectively monitors the evaluation system including seeking out and acting on user feedback to inform the quality of provision;

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

The academy 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 academy. These CPD approaches will include:

- attendance at a course or conference;
- in house formal training using the expertise available within the academy, eg. team teaching, skills in classroom observation, sharing existing expertise;
- peer observations or team teaching;
- academy-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;
- visits to other establishments to observe or participate in good and successful practice, eg. visit to a academy, school or subject area;
- secondments, eg. with a regional or national organisation, an exchange or placement, eg. with another teacher, school, higher education, industry;
- opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- distance learning, eg. relevant resources, training videos, reflection, simulation;
- practical experience, eg. 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, eg. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- partnerships, eg. with a colleague, group, subject, phase, activity or academy-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, exchanging best practice;
- creating an improved learning environment within the academy.
- Offering SLT internships.

#### **5 Recording and disseminating**

- Individuals have a responsibility to share experiences with relevant colleagues in an appropriate forum. The individual should discuss with the CPD co-ordinator the process by which to most effectively disseminate to other staff, eg. session at staff or subject meeting, etc.
- The CPD co-ordinator will also be responsible for ensuring there is appropriate follow up as necessary, eg. Feedback/complaints to the provider.
- The CPD co-ordinator will update records regularly and accurately of the training undertaken by colleagues and will share this information with the Senior Leadership Team.

#### **6 Assessing the impact of CPD**

Annually the CPD co-ordinator has a responsibility to assess the benefits of CPD undertaken (and planned), especially as it relates to:

- student and academy attainment;
- improved teaching and learning;
- increased student understanding and enthusiasm;
- increased staff confidence;

- increased evidence of reflective practice;
- recruitment, retention and career progression/promotable staff.