

Greenleys Junior School



LEARNING *for* LIFE

Continuous Professional Development Policy

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Date of Next Review:	January 2024
Signed: Executive Headteacher	M Talbot
Signed: Chair of Governors	M Hall

Document History

Date	Change Reference	Summary of Change

Continuous Professional Development Policy

Introduction

We believe that good quality CPD is crucial to maintain high levels of expertise, enthusiasm, commitment to learning, improving and celebrating success. This school recognises and values the contribution that all learners make to the learning community. We recognise that all staff bring different strengths, experience and qualities to their role. As a school we believe in continuous learning and expect to share good practice and to learn from and with each other. All CPD should have a positive impact on the children of Greenleys Junior School and should be linked to the improvement priorities of the school.

Aims

All those involved in the school community have an entitlement to high-quality induction and continuing support and development linked to school improvement priorities. Through CPD, members of the learning community are able to develop skills and competencies progressively, allowing them to build on and reinforce skills and expertise.

It must be noted that it will not always be possible to grant access to CPD courses where considerable time, staffing or financial pressures would be placed on the school, or where CPD does not match the improvement priorities or current direction of travel. In these cases, alternative CPD or further negotiations with the head teacher will be undertaken. If no alternative can be found, or agreement can be reached, the request will need to be made in writing to the Chair of the Finance, Personnel and Premises Committee. The Finance, Personnel and Premises Committee will make the final decision.

- All staff should have access to relevant professional development opportunities
- CPD should have a direct impact on the children of Greenleys Junior School
- CPD should be strategic and have a direct link to the School Improvement Plan and/or staff appraisal
- CPD should support and develop the needs and interests of individuals

Each member of the school learning community is responsible for:

- reflecting on their practice and determining their strengths and areas for development
- reflecting on all CPD experiences and disseminating their learning with relevant colleagues seeking out and participating fully in the professional development opportunities available, including learning with, and learning from colleagues, both in this school, neighbouring schools and beyond
- engaging fully in the performance management or appraisal process.

Principles of Practice

Identifying need

The purpose of professional development is intended to meet the needs of the school and those of the individual as identified through:

- the Self-Evaluation Form
- the School Improvement Plan
- Government initiatives
- Local Authority initiatives
- DfE guidance for newly qualified teachers
- National Standards, for example, for teachers, support staff or governors
- appraisal/performance management
- career aspirations.

As professional development is linked to the Self-Evaluation Form and school improvement plan, funding identified needs will reflect the link to the priorities within the Self-Evaluation Form.

CPD Provision

Our CPD programme offers a wide range of possible development opportunities for all staff, including:

- Induction
- RWI training
- The Write Stuff
- restorative principles
- appraisal/performance management
- school, cluster and LA in-service training, workshops and conferences
- joint staff and governor meetings and training sessions
- paired reviews of children's work
- paired observations
- membership of working groups
- coaching and mentoring
- membership of local networks
- preparation for new roles and responsibilities, such as in leadership and management.

Evaluating Impact and Disseminating Good and Successful Practice

All professional development activities are monitored for their impact on school performance. Any points for school development should be sent electronically to the CPD leader immediately after the professional development opportunity. These will be disseminated with other staff as appropriate.

The CPD leader will review annually whether any aspects of the CPD provision do not represent value for money and make appropriate recommendations to the head teacher and governing body.

The CPD leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact.

Use will be made of appropriate documents to aid the evaluation of the impact of CPD. This may include:

- pupil and school attainment
- record keeping
- more effective and embedded teaching and learning such as creativity, a greater variety of teaching and learning approaches etc.
- a climate of supporting success and effort
- staff confidence, enrichment, motivation self-esteem, collaboration, enthusiasm
- pupil enthusiasm, engagement and commitment
- recruitment and retention
- career progression.

The CPD leader will provide a yearly CPD report to the head teacher and Governors. This report will detail:

- the CPD undertaken
- whether any aspects of the CPD provision do not represent value for money and make appropriate recommendations.

Conclusion

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.