



CPD POLICY



Introduction

We believe that all staff (teaching and associate) and governors in our school are entitled to professional development opportunities in order to enable them to fulfil their role more effectively and to develop those skills that are important to them and reflect the school priorities.

These opportunities arise from various local and national priorities such as:

- Department for Education/NCTL priorities
- Those identified within our Strategic Framework
- As a result of Performance Appraisal targets
- As a result of lesson observation, personal request etc.
- To develop skills of leadership and curriculum expertise

We ensure that all staff and governors have equality of opportunity without discrimination in seeking the highest level of personal achievement. We are also committed to seeking the best opportunities for our staff and as such use a wide range of providers.

All staff working in our school receive a personalised induction, as outlined in our staff handbook. Induction for parent helpers, work experience students, supply staff and teachers from external agencies is supported by a guidance booklet. All teaching staff are entitled to a performance review, through which professional development needs may be identified to support negotiated targets for development. Similarly, support staff are also entitled to an annual performance review.

The school recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.

Newly qualified teachers (NQTs) are entitled to a specific programme of support and development. They are entitled to a 90% teaching load, an induction tutor and identified written targets based on regular observations.

Strategic Framework

The professional development of staff is linked to our strategic framework which is our action plan for improving the performance of our students. Funding for priorities within the plan will reflect the professional development needs linked to these priority areas.

The role of Performance Management.

Performance Appraisal (see separate policy) is a crucial tool in ensuring that all staff receive their entitlement to CPD in a way which reflects their needs. It also provides a means through which staff development can be linked to the aspirations of the school as set out in the



Strategic Framework. Performance appraisal supports teachers as they progress towards and through the upper pay scale.

Recording of CPD

All staff are encouraged to keep a portfolio relating to CPD and the other standards of Threshold assessment. Recording of CPD is supported through the use of the online system 'CPD Genie'. We believe that systematic recording will be a benefit to application for progression to the upper pay scale and continuation through it. It also helps staff to identify areas where they would like to concentrate their CPD in order to address areas where they may be less confident.

Evaluation

All CPD is designed to improve the quality of learning and teaching across the school. For this reason it is vital to convert CPD training into classroom based activity. For our teaching staff the recording of this impact is expected to be in line with the professional standards of research. Staff are expected to feed back to relevant colleagues by offering to lead CPD sessions. Governors provide feedback to the next full governors meeting.

It is sometimes appropriate for the governors to request a report/ presentation following a Professional Development activity.

The Headteacher keeps a record of professional development activities undertaken and informs governors at the appropriate meetings.

CPD programme

The CPD programme offers staff a wide range of development opportunities. There is an emphasis of meeting the needs of individuals, with staff creating their own bespoke CPD programme over the entire year. Full staff training is able to take place on Training Days as well as within Staff meetings.

- Teaching and Learning (TaLK) Groups;
- Induction;
- Performance Appraisal;
- Joint staff and governor training sessions
- Paired reviews of children's work;
- Paired lesson observations;
- Membership of working groups;
- Conferences and seminars;
- Coaching and mentoring;
- Membership of local and regional networks;
- Membership of professional associations;

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- Placements and secondments;
- International exchanges;
- Participation in nationally recognised courses such as NPQH, NPQSL and NPQML
- NVQ and Masters level study;



CPD POLICY

Written by J Brake
Reviewed
Reviewed

November 2012
2014
September 2017

Next review date:

November 2018

Approved by Governors:

TBA

Signed:

A handwritten signature in black ink, appearing to be 'J Brake'.

Signed:

A handwritten signature in black ink, appearing to be 'Credia-Johnson'.

Headteacher

Chair of Governors

Date: 8 November 2017

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