CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICY

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Rationale

Sandwich Technology School is committed to the Continuing Professional Development (CPD) of all staff to enable them to update and develop their skills and knowledge. The school is also committed to Initial Teacher Training (ITT). The school acknowledges the expertise of colleagues and values the use of this to support the CPD of each other on a daily basis and so unlocking the potential of the staff. CPD is any activity that enhances the performance of an individual and/or the quality of teaching and learning within the school. It should develop both the school and the individual, and impact directly on what goes on in the classroom or the efficient running of the school. Effective CPD links school development planning, personal development and the performance management review process.

Purpose

This policy strives to ensure that staff take responsibility for their own professional development and seeks ways to enhance this, thus building the capacity of the whole staff. Furthermore, it outlines how the school leadership and governors also support the individual members of staff, teams and whole staff in the on-going development of our skills together. Ultimately, this policy seeks to ensure that all staff understand the CPD opportunities that the school affords them so that they are able to maximise these opportunities in order to impact on their practice and raise the standards of teaching and learning and effectiveness of the school.

Implementation (Roles and Responsibilities)

<u>All Staff</u>

All staff are expected to take responsibility for actively seeking opportunities to develop themselves professionally in order to improve their skills in terms of teaching and learning, or, in the case of support staff, for the improved efficiency of their duties. It is the responsibility of staff to complete the required number of CPD hours. For full time teaching staff this is usually 18 hours, of which 6 are directed through whole staff or Subject Planning and Development sessions (SPUDS), and 12 are personalised (although up to 5 hours can be directed by your line manager). As part of the annual Performance Management process, all staff are expected to reflect on their current strengths and areas for development, and to identify means of improving their practice. There are many different types of CPD activity that may be appropriate:

Observing good practitioners

- Observing other teachers teaching
- Shadowing a colleague
- Visiting and seeing another school in action
- Observing and working with a visiting expert

Extending professional experience

- Leading and contributing to school-based training/staff meeting/subject meeting
- Coordinating/managing a subject
- Assuming the role of leader for a special initiative in school
- Carrying out action research in the classroom/school
- Contributing to a professional publication
- Acting as a performance reviewer
- Being reviewed
- Serving as a governor
- Serving on professional committee/working parties
- Becoming a union representative

- Leading/supervising non-professionals who work in the classroom
- Working on extra-curricular activities
- Working with other professionals such as education psychologists
- Working with an exam board or marking exam papers
- Networking and sharing with a group of colleagues from another school
- Team teaching
- Learning through professional practice with others
- Coaching/mentoring
- Subject Mentor training (PGCE/School Direct/NQT)
- Reading information, research, articles, journals, etc
- Gaining accreditation (e.g. Safeguarding, MA, vocational qualification)

Working with students

- Taking responsibility for a group of students on an off-site visit
- Developing teaching skills across a wide age and ability range
- Working with students on the School Council
- Researching "student voice"
- Working with students to present an assembly, play, musical performance or other event
- Working with students preparing a school year book
- Collaborating with peripatetic teachers
- Mentoring individual students

Taking time to evaluate your own practice

- Inviting your peers to observe you
- Getting feedback from your own students
- Analysing class and examination work
- Integrating the use of student websites and online communities into teaching
- Using e-mail/videoconferencing between students in teaching
- Negotiating targets and evaluating work alongside students
- Reviewing your marking
- Videoing yourself

Other

- In-house training at department/whole-school level
- ICT training in-house
- International exchange or visit
- Aspiring leader training (e.g. NCSL: LFTM, Leadership Pathway or in-house training)
- External/county courses

All staff are encouraged to keep a Professional Development Portfolio, either as a paper record or electronically. Suggestions for contents are:

- Curriculum Vitae
- Qualifications/certificates
- DFES details/QTS
- Job Description/contract
- Threshold/UPS details
- School Improvement Plan
- Faculty Improvement Plan
- Performance Management documentation and evidence
- Lesson Observations - feedback
- Lesson Observations - undertaken
- CPD attended, evaluation of CPD, including impacts
- CPD sessions led, with the evaluation received
- Trips and visits and extra-curricular activities
- Staff Committee minutes/research
- Interview schedules/presentations
- Student questionnaires on your teaching/their learning
- Sample lesson plans
- Students' work

It is the responsibility of all teaching staff to ensure that they can evidence the required number of CPD hours each year (see below in the 'INSET Days and CPD Hours' section).

New Staff

Prior to taking up their position, new teaching staff are invited to an induction day where they are introduced to key staff and processes and receive Child Protection training. New staff will also receive support via their line manager and the 'CPD programme' (see below in the 'INSET Days and CPD Hours' section).

Newly Qualified Teachers/School Direct Trainees

The school attaches considerable importance to the coherent professional development of staff new to the teaching profession and experienced members of staff are designated as subject mentors. The school ensures that all statutory requirements and guidance for NQTs and those working towards QTS are met so that they are able to fulfil the required standards. NQTs are also encouraged to meet together as a group regularly in order to establish a natural peer support mechanism.

Further details about this can be found in the NQT Induction Handbook.

Head of Department/Line Manager

As part of the departmental planning process, subject leaders identify and plan for the training needs of members of the department, and their team as a whole, on an annual basis. Subject leaders also conduct regular learning walks and lesson observations in their department in order to assess the areas for development (see Teaching and Learning Policy).

New subject leaders are supported by an experienced subject leader in their first year.

Line managers and subject leaders are expected to take an active interest in the ongoing CPD activity of those that they line manage.

Performance Manager

The performance manager should formally meet with the people he/she performance manages; this is usually two times per year (objective setting and mid-term review). During these meetings the CPD needs of the individual concerned should be discussed and reviewed (see Performance Management Policy).

Assistant Headteacher

The role of the Assistant Headteacher is to raise the profile of, facilitate, monitor and evaluate CPD practices within the school.

In order to do this, the Assistant Headteacher will:

- Encourage and, where appropriate, facilitate informal CPD activity across all areas of the school wherever possible.
- Centrally facilitate all formal CPD activity for all staff at the school.
- Manage the CPD budget to ensure that the school's CPD activity provides value for money and supports the School Development Plan.
- Centrally organise and collate evaluations of all formal CPD activity; this includes immediate evaluations and longer term evaluations in order to ensure that the longer term impact of the CPD activity is also considered.
- Maintain an 'Excellence Database' which records members of staff who have been identified as particularly talented in particular aspects of their job. This is only done with the member of staff's consent.
- Use the 'Excellence Database', and on occasion less formal means, to facilitate coaching between colleagues.
- Keep an up-to-date knowledge of CPD developments, the centres of excellence in terms of local schools and the type/variety of external courses that are on offer in order to be able to advise staff as is appropriate/required.
- Encourage the use of the Staff Library as a means of CPD. Ensure that the Staff Library is regularly 'topped up' with new and relevant books.

- Facilitate and organise whole school INSET days.
- Be available to staff as often as possible to discuss CPD needs and possibilities.
- Devise and facilitate the in-school CPD programme (see below in the 'INSET Days and CPD Hours' section).
- Monitor the completion of the CPD hours of all teaching staff (see below in the 'INSET Days and CPD Hours' section).
- Update the Headteacher and the designated Training Governor of the staff CPD needs and CPD developments.

Headteacher

The Headteacher works closely with the Assistant Headteacher and as such ensures that the needs of the staff are being met. The Headteacher also advises the Governing Body on the impact of CPD on staff effectiveness, and the areas of training that the Governing Body may benefit from.

Governors

The Governing Body receives the Headteacher's Report and uses this to monitor CPD developments and their impact across the school.

INSET Days and CPD hours

Five training days are allocated per academic year. Two of these days will usually be whole-staff training days: one at the start of the school year, and one later in the school year. These training days are dedicated to the school's needs as identified by SLT. The remaining three days are designated as time off in lieu for personalised CPD: teaching staff will all need to individually be able to evidence eighteen hours of high quality and relevant CPD activity for this purpose. Personalisation of CPD encourages staff ownership of their development and has a more significant impact on performance. The amount of CPD hours that part-time staff need to complete will be calculated on a pro-rata basis.

Any courses attended during a "normal" school day do not count towards this total, nor do "Professional Duties" or specific responsibilities listed on a job description. Part-time staff CPD hours are calculated on a pro-rata basis.

The Assistant Headteacher with responsibility for CPD will monitor the CPD activity that makes up these CPD hours. Staff who fail to complete their allocated quota of CPD hours may have their pay docked accordingly.

In order to provide in-house opportunities to complete the CPD hours, training sessions will be scheduled on identified evenings (4.00 pm to 5.00 pm) throughout the year. Attending a session credits as one hour; leading a session credits as two hours (to allow for preparation/planning time). In order for these training sessions to be of maximum benefit the programme is largely determined by staff and school needs, highlighted through the School Development Plan, Performance Management objectives, Departmental Development Plans, lesson observations/learning walks and in response to local and national initiatives. Many of the sessions in Term 1 are particularly useful for new staff and serve the purpose of supporting the induction programme of those staff. All sessions are evaluated.

Procedures for applying for external training

CPD is available to all staff and requests for CPD activities that require absence from school or lessons, or requires evidence for 'CPD hours' should be made to the Assistant Headteacher on a CPD/Absence/School Trip Request Pro-forma.

When applying for CPD, staff are encouraged to consider how they will disseminate their learning to other colleagues, as it is expected that CPD activities should not only have an impact on the individual who undertakes the CPD, but on others too. This can happen by:

- writing a good quality, meaningful account of the activity and sharing this with other staff;
- discussing the CPD with others in a team meeting;
- leading a further training session for others to pass on the learning;

- providing copies of the resources gained/generated from the CPD for others and/or publishing them on the shared areas (ICT) for others.

Resources

All staff have access to the Staff Library in the school's OLC and may borrow items for professional use. The content of the library is reviewed regularly. Many additional resources are available on-line and staff are encouraged to use this method of accessing information. There is an increasing emphasis upon staff taking control of their own personal CPD and linking it to the Performance Management process.

Finance

An annual budget is allocated to CPD and this is managed by the Assistant Headteacher. This budget is for all of the teaching and support staff, and the Governing Body, and also covers the costs for INSET days.

Travel claims for CPD activities are monitored carefully. In order to keep an accurate account of expenses, these claims are passed to the Assistant Headteacher and are only authorised on the successful completion of an evaluation. They must be submitted within a month of attending the training or the claim is not processed. Travel claims should be via the cheapest mode of transport available and the normal cost or mileage of travelling to school should be deducted.

Support Staff who are not currently contracted to work on INSET days, may occasionally be required to attend these days if the training is considered to be of relevance. On such occasions these members of staff will be offered time off in lieu at a time that is mutually convenient. This should be negotiated with the line manager of the member of staff concerned, and then will be submitted to the Headteacher for authorisation via a 'Request for Leave of Absence' pro-forma.

A maximum of a £250 per year subsidy may be paid to staff who undertake further professional qualifications (e.g. Masters, degrees) if this has been organised in consultation with the Assistant Headteacher and is considered to be relevant CPD.

The school will fully fund staff who are participants on the Leadership from the Middle and Leadership Pathways programmes (NSCL) or other such courses. However, the school does authorise and, where necessary, limit the number of participants on these courses concurrently. For staff who enrol on the NPQH, the school will contribute 50 per cent of the cost.

If a place on an external course has been booked and the delegate is not able to attend, he/she should liaise with the Assistant Headteacher as soon as possible to find a suitable replacement if a loss of funding will result. If it is possible to be fully refunded then this may be a viable alternative; if not, the loss may be taken from subject funds.

Legal framework

The school will ensure that it meets fully the requirements of a good employer and will take all action necessary to comply with relevant legislation including the following:

- Sex Discrimination Acts 1975 and 1986 (as amended)
- Race Relations Act 1976
- Disability Discrimination Act 1996
- Data Protection Act 1998
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2006

Complaints

Any staff or governor who has a complaint regarding access to training or development should raise this informally with their line manager or performance manager, or the Assistant Headteacher in the first instance and as early as possible. If the individual remains dissatisfied with this response then they should raise the matter more formally using the school's grievance procedure.