



# Continued Professional Development Policy

Date adopted

October 2021

Headteacher's signature

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Chair of Governor's signature

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## Continual Professional Development (CPD) Policy

The aims of this policy are to:

- Ensure a rigorous system of Professional Learning for all colleagues
- Ensure fair and equal accessibility to CPD systems
- Contribute to the sharing of good practice
- Monitor the CPD needs of all colleagues
- Ensure that CPD is consistent with the raising of standards of Teaching & Learning
- Help meet the statutory requirements of Performance Management

### Overview

Directives from WG dictate the Professional Learning is essential in delivering effective Teaching and Learning. All colleagues have the right to professional learning and the school takes this extremely seriously. It is the responsibility of all colleagues in management and leadership positions to help facilitate the professional development of their colleagues. It is also the responsibility of all colleagues to ensure that the commitment demonstrated to them is reflected in the same degree of commitment demonstrated by them towards the raising of standards of learning.

CPD has three main strands:

- The development of an individual's skill sets
- Preparation for management and leadership roles
- Improving the quality of provision throughout the school

In practice, CPD exists in the school in many forms and can function at a formal, structured level or on an informal, ad hoc basis. Indeed, it would be fair to say that some of the most effective CPD takes place during informal conversations between teachers or on unscheduled visits to a classroom. A successful school would be one in which there is an organic and constant sharing of good pedagogical practice supplemented by high quality in service training (INSET). This underpins our vision of how Professional Learning Communities function within the school (see below).

### Formal Procedures

- Performance Management
- INSET Days
- Professional Learning Offer
- Peer Observation/Learning Walk programmes
- Departmental Reviews
- 'Shadowing' of senior colleagues

- Bespoke Clinics

### **Performance Management**

The school's Performance Management (PM) processes and procedures are integral to CPD and meet statutory requirements. The PM policy itself is detailed under a separate heading.

### **INSET Days**

INSET days are utilised as a means of addressing whole-school developmental needs. These may take the form of presentations given by colleagues within the school, external providers, whole-school forums and/or departmental investigations of key issues. INSET days may allow colleagues the opportunity to reflect on past trends, identify developmental needs and/or provide the means whereby such needs are addressed. INSET days are co-ordinated by the designated member of the Senior Leadership Team.

### **Professional Learning Offer**

**We have designed a bespoke professional learning (CPD) to** ensure all staff, both teaching and non-teaching, have access to relevant training. The content of the offer is based upon:

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- School Development Plan
- Departmental Development Plan
- Individual needs of staff
- Performance Management targets

Applications for external courses follow a strict procedure as follows:

1. Seek authorisation from Headteacher for absence on day in question
2. Fill in *Attendance at INSET Course* and return to SLT link
3. Await authorisation
4. Apply to provider
5. Complete feedback form after attending the course

Circumventing this process may lead to non-authorisation of attendance and/or costs to be covered by Department. Attending such courses presupposes an expectation that the attendee deliver CPD to other colleagues on the relevant subject matter if appropriate.

Although the school is committed to accommodating CPD of this type it must be recognised that the benefit of attending any external course must be demonstrated to outweigh the negative impact of lost teaching time. The final decision on this lies with the Headteacher.

NQT/EPD training draws upon specific funding streams which are not covered by the above (see NQT/EPD policy).

### **Peer Observation**

Each year colleagues have the opportunity to observe colleagues via inter- and intra-departmental learning walks. Over time, this process has evolved from a process involves a meeting in which the content and planning of lessons is discussed and dates and time of observations are finalised, to a more informal, collaborative

process where colleagues can “drop-in” on certain aspects of a lesson. Observations take place in the PPA time of the observer (time to be reclaimed in lieu in the Spring Term). There are also opportunities to use peer observations to strengthen pedagogical links with AoLEs.

### **Departmental Review & Development**

The combined input of SLT and, where necessary, a suitably qualified external link in reviewing departmental practice is covered in the Self-Evaluation Policy document. It is mentioned here in reference to developmental recommendations which emerge from the process. These often allow the departments themselves and/or the Leadership Team to identify priorities and, budgetary restraints notwithstanding, address them.

### **Shadowing of Senior Colleagues**

Colleagues who express an interest in a particular field can work alongside a senior colleague in order to observe them at work and to contribute to that work. This offers an insight into whole-school leadership and management issues as well as valuable ‘hands-on’ experience.

### **Bespoke Clinics**

Staff are consulted annually about their professional learning need and the result of this consultation creates a timetable of training which is run after school. Attendance to these sessions allow staff to fulfil their twilight hours commitment and also to provide additional support in areas specified by them. Some of these clinics include training on teaching and learning, behaviour for learning and resilience.

