

Oakfield School

67. Continuing Professional Development Policy



To be Reviewed:	October 2018
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Oakfield School

Continuing Professional Development Policy

Aims of the policy

“A Teacher must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues”

The Teachers’ standards (May 2012)

At Oakfield School we believe that the opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and that this in turn assists recruitment and retention. All staff, teaching, support staff, residential staff and governors shall have an entitlement to equal access to high-quality induction and continuing professional development. All members of the school community will have opportunities through performance management, appraisal, supervision and through other mechanisms to discuss their professional development needs.

In order to maintain effective CPD we will undertake regular reviews of our CPD, as part of the Head Teacher’s report to the Governors. Where we feel that it is effective and beneficial we will obtain quality standards eg. Investors in People, Charter Marks, Basic Skills Quality Marks.

The emphasis of our CPD will be to improve the standards and quality of teaching and learning, as well as standards of care. CPD planning will be inextricably linked and integrated with the school’s improvement plan and will be based on a range of information:

- the needs of the school as identified through its self-evaluation;
- issues identified through other monitoring, eg. OFSTED, quality standards such as Investors in People; Standard 20 Monitoring.
- national and local priorities, eg. national strategies, local community priorities;
- Performance Management;
- feedback from staff and others including governors, pupils and parents.

In order for CPD to be effective there will be measures in place to audit both personal and professional needs. There will be links between the school’s self-evaluation and the performance management procedures. The school’s CPD policy will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.

Provision of CPD

At Oakfield School CPD provision will allow staff to develop skills and competencies progressively, with reference to Teachers Standards, NCSL's Leadership Programmes, National Minimum Care Standards and competency descriptions for Teaching Assistants, HLTAs, bursars, and residential staff etc. The school will support accreditation of the professional development of staff.

Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.

To ensure that there are effective links to School improvement and self-evaluation and to ensure that CPD maintains a high profile, the CPD co-ordinator holds a senior responsibility within the school

At Oakfield School we are proud of the quality of teaching, learning and care at our school. We are committed to disseminating good and successful practice that supports and improves teaching, learning and care. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, it represent good value for money and can be accommodated within the constraints of the school. CPD should support a school ethos that prioritises positive outcomes for pupils.

Leadership and Management of CPD

Overall responsibility for CPD will be with the Head Teacher, who will delegate to an allocated CPD Co-ordinator. The CPD Co-ordinator will receive training to ensure that they are able to fulfil the role effectively.

The CPD Co-ordinator, the Head Teacher and the Senior Leadership Team shall be responsible for identifying the school's CPD needs and those of the staff working within it.

The CPD Co-ordinator will discuss with the Head Teacher, SLT and governing body the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.

CPD issues will be addressed at governing body meetings and be included as part of the Head Teacher's report. The CPD Co-ordinator shall attend governing body meetings as appropriate, including the presentation annually of a report on the provision and impact of CPD.

There will be arrangements for annual discussions between staff and a Senior Member of Staff (the Headteacher, Deputy Headteacher, or the CPD Co-ordinator) to discuss the following within the context of school priorities:

- needs and aspirations;
- methods of accessing CPD provision including appropriate funding;
- accreditation opportunities;
- ways of disseminating the training.

this will be combined with the Performance Management process.

Planning for Effective CPD

CPD will be planned to balance use of resources with the aspirations and interests within staff. CPD opportunities should meet the following criteria:

- a) meet identified individual, school or national development priorities;
- b) are based on good practice – in development activity and in teaching and learning;
- c) help raise standards of pupils' achievements;
- d) respect cultural diversity;
- e) are provided by those with the necessary experience, expertise and skills;
- f) are planned systematically and follow the agreed programme except when dealing with emerging issues;
- g) are based, where appropriate, on relevant standards;
- h) are based on current research and inspection evidence;
- i) make effective use of resources, particularly ICT;
- j) are provided in accommodation which is fit for purpose with appropriate equipment;
- k) provide value for money;
- l) have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

The Range of CPD activities

In order to meet the needs of staff and to maximise the impact on teaching and learning, as well as standards of care, within the school a range of approaches to CPD will be used. These CPD approaches will include:

- attendance at a course or conference;
- in-school training using the expertise available within the school, eg. Team Teach, skills in classroom observation, sharing existing expertise, safeguarding, systems and protocols;
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, model and demonstration lessons;
- school visit to observe or participate in good and successful practice, eg. visit to a school or subject area with similar circumstances, a teaching school;
- secondments, eg. with a regional or national organisation, an exchange or placement, eg. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
- opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- research opportunities, eg. a best practice research scholarship;
- distance learning, eg. relevant resources, training videos, reflection, simulation, online course;
- 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;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- 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 school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in Network or partnerships
- creating an improved learning environment within the school.

Accessing CPD

There should be robust, transparent arrangements for accessing CPD that are known to all staff.

At induction, the basic requirements for training and the procedure for accessing CPD will be explained to staff. Staff should use their half-termly/termly supervision as a forum for discussing CPD needs and requests. Their Line Manager will pass requests on to the CPD co-ordinator.

Line Managers should use supervision meetings to identify areas for development and discuss upcoming opportunities.

Decisions regarding CPD requests will then take the following into consideration:

- Time and resources, including staffing
- Cost
- Predicted impact and influence

Recording and disseminating

Staff are encouraged to maintain an appropriate professional development portfolio. The CPD Co-ordinator can provide guidance where staff request it.

Staff may be asked to disseminate relevant professional development to the school community. Following professional development, the participant may be asked to give feedback to their line manager or other staff groups. The member of staff with the CPD Co-ordinator will plan the process by which to most effectively disseminate to other staff, eg. relevant papers, session at a meeting, etc. The CPD co-ordinator will also be responsible for ensuring whether any follow up is needed to the training, eg. feedback to the provider and be responsible for any such actions.

In order to ensure that there is equal access and involvement in CPD by all staff the CPD co-ordinator will update records regularly and accurately of the training undertaken by all of the school community.

Assessing the impact of CPD

The CPD report will evaluate the impact of CPD on the following factors:

- pupil and school attainment;
- improved teaching and learning;
- increased pupil understanding and enthusiasm;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and career progression/promotable staff.

This Policy was reviewed October 2016.

Signed:

Mr Lee Morfitt (Chair of Governors)