



St. Patrick's R.C. Primary School



| CPD | | |
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| Date | Review Date | Coordinator |
| September 2017 | September 2018 | M Ryan |

St. Patrick's R.C.P. School, Thornaby.

This policy is set within the context of the school's aims and priorities to ensure that we:

- See CPD as a right and as a responsibility for all staff
- Aim for excellence in all that we do
- Promote high quality teaching and learning
- Promote academic attainment of all pupils
- Include opportunities for personal and spiritual development of all members of staff

Rationale - what is effective CPD and why is it important?

Our school is committed to fostering a positive climate for learning for all pupils, staff and governors. Developing the capacity for continuous learning for all staff and governors is the key to improving the potential for pupil learning. We believe that CPD will:

- Enable the staff, as lifelong learners, to be powerful role models for pupils and their parents;
- Be an integral part of our wider performance management processes. It will enable staff to /take responsibility for their own professional development, by identifying the skills, knowledge and attributes they need to develop their performance;

- Provide a range of coherent and progressive opportunities to meet those needs and develop their performance;
- Enable our school to sustain improvement, develop our autonomy and become an effective self-evaluating organisation.

Effective CPD

- Is likely to have a direct relationship with what teachers are doing in their own schools and classrooms;
- Uses external expertise (e.g. specialist consultants, university researchers or local authorities) linked to school-based activity;
- Involves observation and feedback - especially teachers observing and learning from each other and expert colleagues;
- Includes peer support - colleagues supporting one another rather than leadership by supervisors;
- Provides scope for participants to identify the focus of their development;
- Enables all staff to be reflective and focus on their contribution to children's learning and attainment;
- Provides opportunities to work with other colleagues and share practice;
- Includes opportunities to receive regular and structured feedback;
- Applies processes for sustaining CPD over time to embed learning in classroom practice;
- Includes opportunities for independent self-study.

CPD Opportunities

St. Patrick's school will support a wide portfolio of CPD approaches identified according to best value principals. These include:

- Attendance at a course or conference;
- In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise. Each week the school has staff training, focused upon current whole school or team needs.
- School-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher and model and demonstration lessons;
- School visits to observe or participate in good and successful practice;
- Secondments, exchanges and placements, e.g. with a regional or national organisation, industry and international exchange;
- Opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- Research opportunities.
- Distance learning;
 - Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks;

- Job enrichment/enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing;
- Coaching mentoring - receiving or acting in these roles;
- Partnerships, e.g. with a colleague, group, subject, phase, team meetings and activities such as joint planning, observation or standardization, special project working group, involvement in Network Learning Communities;
- Creating a learning environment within the school.

Aims

Our Continuing Professional Development and Performance Management processes will

- Contribute to improving pupil progress
- Aim to ensure staff feel valued as the school's most important resource.
- Promote a healthy work-life balance;
- Encourage the development of confident professional judgement and staff sense of ownership and control over their work;
- Promote job satisfaction, personal achievement, individual and team effort;
- Extend the capacity for continuous improvement of both individuals and teams through the continued development of a supportive and collaborative learning community, which encourages freedom to experiment and a "no blame" culture;
- Enable staff to develop expertise progressively, allowing them to build on skills and attributes for their current or future role.
- Provide for advancement within the school or outside it;
- Be strategic and based on needs created by national, local and school priorities, and seek to balance individual needs, aspirations and personal fulfillment ;
- Value the many forms of professional development and its fitness for purpose with regard to learning style preferences and current knowledge and experience;
- Disseminate successful practice as widely as possible across the school and community; and
- Support the accreditation of professional development both internally and, where appropriate, externally.

The role of the CPD Coordinator

- Ensure that all members of the school community have equality of access to the range of induction and continuing professional development opportunities ;
- Assist in the co-ordination of the audit of the school's strengths and weaknesses and identify the priority needs;
- Ensure that all members of the school community have an opportunity through mechanisms such as performance management and appraisal to discuss their development needs and aspirations;
- Ensure that all opportunities made available conform to the DfES Code of Practice on CPD;
- Organise and make available to staff relevant information in appropriate electronic or hard copy formats;
- Deal with requests for and advise on CPD;
- Provide appropriate records at whole school level and evaluate the take up and impact of the provision;
- Report to the governing body on all aspects of CPD provision.
- Provide support and guidance to staff on their CPD portfolio;
- Organise and collate the dissemination of good and successful practice in ways that effectively lead to improvements in practice.

The role of the phase leader

The identification of training needs is a two-way process. Staff may express professional or personal development needs at any time through their team leader and as part of their annual performance review. Individuals and team leaders have a responsibility for working together to secure appropriate development for staff within budgetary constraints.

In supporting your professional development you can expect your team leader to :

- Work within the contexts of the school and team development plans and the School Standards Framework;
- Actively support your staff development;
- Take account of your professional and personal aspirations;
- Be fair, honest and have regard to the school's commitment to equal opportunities ;

- Take into account your preferences as a learner and your current knowledge and experience;
- Ensure that the climate for learning minimises anxiety and encourages the freedom to experiment; and
- Celebrates success and values effort.

In managing and developing your performance you can expect your team leader to:

- Carry out your annual review in line with the school Performance Management Policy;
- Encourage and support you to develop your practice through agreeing objectives for pupil progress, classroom management and professional development;
- Monitor your work in a range of ways;
- Be flexible enough to allow for the modification of plans in the light of feedback;
- Offer constructive feedback both formally and informally; and
- Respect the confidentiality of these discussions. ✓

In return we expect that all staff:

- Agree and contribute to school priorities;
- See themselves as learners;
- Actively plan for their own career development;
- Are open and willing to engage with constructive advice;
- Will keep evidence of the planning and outcomes of CPD activities;
- Accept the responsibilities of being a member of a team; and
- Are willing to contemplate change and take risks.

Entitlement to CPD - Induction

All staff and governors receive a planned induction to the school. The CPD co-ordinator and team leaders have specific responsibilities within this process. Newly Qualified Teachers are entitled to a specific programme of support and guidance in line with DfES/LEA requirements.

Access to further opportunities

The Stockton Professional Learning Framework will assist us in the process of mapping career opportunities, supported by a structured focus for professional

development. Within the context of the school's changing need, there is a commitment to ensure that all individuals have equal access to Professional Development opportunities. The headteacher will oversee the annual planning for the professional development programme to ensure that equality of opportunity is maintained.

Funding for CPD

During the budget planning cycle, opportunities will be sought to establish a staff development budget. This is integral to the School Improvement Plan.

Evaluation and Measuring Impact

It is vital that Professional Development has direct impact on improving the potential for pupil learning, therefore its impact should be measured on an annual basis as part of the school's self-evaluation process. The CPD coordinator will report to the governing body on the benefits of the CPD programme as it relates to:

- Pupil and school attainment;
- Improved teaching and learning
- Increased staff confidence
- Increased evidence of effective practice
- Recruitment retention and career progression
- Value for money.

This policy will be reviewed in accordance with the cycle of policy reviews.

Including S.I. Plan and Performance Management Policy.

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| Headteacher: | M. Ryan | Date: | September 2017 |
| Chair of Governing Body: | G. Wilson | Date: | September 2017 |