

*Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers



# Newark Orchard School's Continual Professional Development Policy June 2023

## CONTINUAL PROFESSIONAL DEVELOPMENT POLICY

### Principles, Values and Entitlements:

1. Newark Orchard School believes that a coherent and progressive opportunity to develop professionally and personally, both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
2. All staff shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through an appraisal process to discuss their professional development needs.
3. The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self improvement.
4. CPD planning will be inextricably linked and integrated with the school's development/improvement plan and be based on a range of information:
  - statutory training needs;
  - the needs of the school as identified through its self-evaluation;
  - issues identified through other monitoring, eg. OFSTED;
  - national and local priorities;
  - Appraisal;
  - feedback from staff and others including governors, pupils and parents;
  - observations;
  - succession planning;
  - Changing cohorts in pupils over time.
5. The school will have effective measures in place to audit the professional and personal needs of staff and link to the school's self-evaluation and Appraisal system. 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.
7. The school will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.
8. The school's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfES Teachers Standards Framework, NCSL's Leadership Development Framework, and competency descriptions for Teaching Assistants, HLTAs, bursars, etc.
9. Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.
10. The CPD Coordinator holds a senior responsibility within the school.
11. The school will interpret CPD in a broad sense, operating on the principle of 'fitness for purpose'.

12. The school will support accreditation of the professional development of staff.
13. The school will disseminate good and successful CPD practice that supports and improves teaching and learning.
14. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.
15. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.

### **Leadership and Management of CPD**

1. The school will have a named CPD Coordinator who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD Coordinator will receive training as appropriate in order to fulfil this role effectively and attend useful providers' sessions.
2. The CPD Coordinator shall be responsible for identifying the school's CPD needs and those of the staff working within it. The CPD Coordinator should have a well-defined description of the role.
3. The CPD Coordinator will be responsible annually for discussing with the SLT and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.
4. CPD issues will be addressed at governing body meetings and be included as part of the Head Teacher's report. The CPD Coordinator shall attend Governing Body meetings as appropriate, including the presentation annually of a report on the provision and impact of CPD.
5. There should be robust, transparent arrangements for accessing CPD that are known to all staff.
6. There will be arrangements made through the Appraisal Process 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.

### **Planning for Effective CPD**

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision-making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- 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) provide value for money;
- k) have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

#### **Supporting a range of CPD activities**

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- a) attendance at a course or conference;
- b) in-school training using the expertise available within the school;
- c) school visit to observe or participate in good and successful practice, eg visit to a school or subject area with similar circumstances;
- d) opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- e) research opportunities, eg a best practice research scholarship;
- f) distance learning, eg relevant resources, training videos, reflection, simulation;
- g) practical experience, eg 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;

- h) job enrichment/enlargement, eg a higher level of responsibility: front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- i) producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- j) coaching and mentoring - receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- k) 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 School Improvement Partnership Network, creating an improved learning environment within the school.

### **Recording and disseminating**

Following Professional Development, the participant will discuss with the CPD Coordinator the process by which to most effectively disseminate to other staff through TLA meetings or INSET days

The CPD Coordinator will update records regularly and accurately of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement.

### **Assessing the impact of CPD**

Annually the CPD co-ordinator shall conclude their report to the Governing Body with an assessment on the benefits of CPD undertaken, especially as it relates to:

- pupil and school attainment;
- improved teaching and learning;
- increased pupil engagement
- increased staff confidence;
- recruitment, retention and career progression