HALL GREEN SCHOOL

CPD POLICY
July 2017

Adopted: 7 July 2017
Next Review: 7 July 2020
Governing Committee: Full Governing Body
Responsibility: Mr D Adams - Headteacher
                                      Mrs J Owen – Chair of Governors

School Mission Statement

Learning together, shaping the future.

Statement of intent

Learning Together: We believe that the learning journey should continue throughout the whole of a person's career and that this should be supported, encouraged and nurtured by the senior team and the governors of the school. Collaboration between colleagues and the sharing of good practice should become a central part of the CPD programme. We embrace the National Standards for CPD as a standard to which we aspire.

Shaping the Future: It is the responsibility of staff members to access their CPD opportunities, use them to further their practice and enhance the learning experience of the pupils and other colleagues within the school.

Aims and objectives

Hall Green School is committed to the learning and development of its entire staff. It actively supports and promotes all relevant learning and development recognising that the institution can only function effectively if adequate development support is made available to both teaching and non-teaching staff at all levels.

The purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching and learning.
2. To enable staff to meet their individual objectives as set out in their performance management review.
3. To involve all staff in moving the school towards the objectives stated in the school development plan (SDP).
4. To provide a systematic approach to development for all staff.
5. To provide support and advice for staff.
6. To ensure all teaching staff are able to meet the teachers' standards.

1. Key roles and responsibilities

1.1. The Governing Body has overall responsibility for the implementation of the Continuing Professional Development (CPD) and Training Policy of Hall Green School.

1.2. The Governing Body has overall responsibility for ensuring that the Continuing Professional Development (CPD) and Training Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3. The Governing Body has final responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

1.4. The Deputy Headteacher (curriculum) will be responsible for the day-to-day implementation and management of the Continuing Professional Development (CPD) and Training Policy of Hall Green School and for reporting on the provision and impact of CPD to the Governing Body and Headteacher.

1.5. The CPD Coordinator is responsible for supporting the Deputy Headteacher in the administration and organisation of teacher CPD.

1.6. The school Finance Officer is responsible for booking training sessions.

1.7. Line managers are responsible for identifying training needs among their staff members via performance management and observations.

1.8. Heads of department are responsible for identifying training needs across their departments via departmental meetings, monitoring and the appraisal process.

1.9. Members of staff are responsible for identifying their own training needs in response to their own practice.

1.10. Members of staff are responsible for evaluating the CPD they undertake.

2. Identifying needs

2.1. **Individual** - these should be identified as part of the appraisal process, and by the individual member of staff in response to their own practice. When the individual's work objectives have been agreed they should, with their line manager, then consider their own development needs to enable them to meet those work objectives. At the same time, individuals should consider their longer-term career aspirations and identify the development needs arising from these.

2.2. **Department** – these should be identified by Heads of Department during departmental meetings, monitoring and the appraisal process and reported to the CPD coordinator.

2.3. **Organisational** - these may arise as the result of new legislation and policies, or as part of the wider school development plan (SDP). They should be considered by the Deputy Headteacher and be factored in to school development planning.

2.4. Development needs should be reviewed formally at least once a year during the appraisal process.

3. Provision of CPD and training

3.1. At Hall Green School CPD provision will allow staff to develop skills and competencies progressively with reference to Teachers' Standards, National recommendations for the CPD Standards, NCSL's Leadership Programmes, and competency descriptions for Teaching Assistants, High Level Teaching Assistants, School Business Managers etc.

3.2. Where possible the school will support accreditation of the professional development of staff with due regard for the CPD budget.

3.3. Quality assurance mechanisms will ensure that the school accesses provision of a consistently high standard.

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

3.5. We are proud of the quality of teaching and learning at our school. We are committed to disseminating good and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.

3.6. 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.

4. Training costs

4.1. All funds are allocated on an equitable basis where possible, but also according to the needs of the school and its pupils.

4.2. Individuals are also encouraged to apply for Training Bursaries when applicable, to help fund private further education. The school also encourages individuals to carry out Action Research Projects (ARP).

4.3. The school, where possible, will consider making a contribution towards master degree modules where the particular module can have a direct impact on the school's objectives. Individuals would need to see the Deputy Headteacher in the first instance.

4.4. The school also encourages unqualified teachers to follow degree courses on a part time basis. Again, funding for these will be determined by the school's needs and will be judged on an individual basis.

5. Repayment of training costs

5.1. If a member of staff embarks upon a period of extended training for which the school is paying, depending on the cost of training, staff may be asked to sign a contract which will clearly lay out any repayment costs that may occur as a result of resigning from their post within a 2 year period.

5.2. If a member of staff resigns during a period of extended training for which the school is paying or within one month of the date of completion of a period of extended training for which the school/academy is paying, they will be required to repay the full cost of the training.

5.3. Following this period, the school operates a sliding repayment scale, so that the amount that the employee may be required to repay is reduced by one quarter at half yearly intervals. Once the employee has completed two years' service from the date of the end of the training period, they will not be required to repay any of the costs of the training should they resign.

5.4. The school reserves the right, on the employee's resignation, to require them to repay the employer for training costs that they owe from their final salary payment.

6. Leadership and management of CPD

6.1. The Deputy Headteacher and CPD Coordinator will receive training to ensure that they are able to fulfil the role effectively.

6.2. The Deputy Headteacher will discuss with the Headteacher and SMT 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.

6.3. CPD issues will be addressed at Governing Body meetings and be included as part of the Teaching and Learning report. The Deputy Headteacher will attend Governing Body meetings as appropriate and report on the provision and impact of CPD.

6.4. The Deputy Headteacher is responsible for establishing, maintaining and monitoring robust, transparent arrangements for accessing CPD that are known to all staff.

6.5. There will be arrangements for annual discussions between staff and their line manager 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 appraisal process.

7. Planning for effective CPD

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

- Meet identified individual, school or national development priorities, including specific medical needs arising from pupil intake to the Resource Base.
- Are based on good practice – in terms of both development activity and in teaching and learning.
- Help raise standards of pupils' achievements.
- Respect cultural diversity.

- Are provided by those with the necessary experience, expertise and skills.
- Are planned systematically and follow the agreed programme except when dealing with emerging issues.
- Are based, where appropriate, on relevant standards.
- Are based on current research and inspection evidence.
- Make effective use of resources, particularly ICT.
- Are provided in accommodation which is fit for purpose with appropriate equipment.
- Provide value for money.
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

8. Types of CPD activity

8.1. Attendance at a course or conference.

8.2. In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise.

8.3. School-based work through accessing an external consultant/adviser or a relevant expert such as an advanced skills or lead teacher, model and demonstration lessons.

8.4. School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school.

8.5. Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with Governing Body.

8.6. Opportunities to participate in award bearing work from higher education or other providers.

8.7. Research opportunities, e.g. a best practice research scholarship.

8.8. Distance learning, e.g. relevant resources, training videos, reflection, simulation.

8.9. Practical experience, e.g. 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.

8.10. Job enrichment/enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing.

8.11. Producing documentation or resources such as a personal development plan, teaching materials, assessment package, computing or video programme.

8.12. Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity.

8.13. Partnerships, e.g. 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 networks or partnerships.

8.14. Creating an improved learning environment within the school.

9. Evaluation of CPD activities

9.1. In order to ensure that training activities undertaken are efficacious to staff and pupils, CPD activities will be evaluated on an individual, departmental and whole school basis.

9.2. Evaluations will measure the following, as appropriate:

- 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.

9.3. Evaluations will take place with the following frequency:

- Staff members will evaluate individual CPD and training activities as they undertake them. They are encouraged to maintain an appropriate professional development portfolio.
- Staff members are responsible for disseminating relevant professional development to the school community.
- Heads of Department will evaluate departmental CPD and training activities as part of their termly review
- The Deputy Headteacher will evaluate whole school CPD and training as part of the annual teaching and learning report.