

Hollinhey Primary School



Continuing Professional Development (CPD) Policy

Written by:	Sarah Clough
Date of Approval:	Summer 2021
To be reviewed:	Summer 2023



HOLLINHEY PRIMARY SCHOOL

Continuing Professional Development (CPD) Policy

Principles, Values and Entitlements

1. Hollinhey Primary School believes in the DfE philosophy that ‘effective teachers should take ownership and give high priority to professional development’. It 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 and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development needs.
3. The central emphasis will be on improving standards and the quality of learning and teaching.
4. CPD planning will be linked and integrated with the School Strategic Development Plan and be based on a range of information:
 - The needs of the school as identified through its self-evaluation;
 - Issues identified through other monitoring such as OFSTED, Trust advice and analysis of Attainment data.
 - National and local priorities, e.g. national strategies, Cheshire East’s EDP and local community priorities;
 - Trust Priorities
 - Staff Appraisal and individual’s professional development needs and aspirations;
 - Feedback from staff and others including governors, pupils and parents.
5. Hollinhey Primary will audit the professional and personal needs of all staff through their annual appraisal cycle. This will be undertaken by a member of the Senior Management Team who will feedback to the CPD Leader.
6. The school’s CPD provision will allow staff to develop skills and competencies progressively using such frameworks as the Teachers’ Standards Framework, National College for School Leadership Development Framework and competency frameworks for Teaching Assistants and HLTAs.
7. The CPD Leader holds a senior responsibility within school and is currently the Headteacher
8. Hollinhey Primary School will disseminate good and successful CPD practice that supports and improves learning and teaching. Staff are expected to feedback on courses attended including the impact on Teaching & learning as part of their Appraisal Cycle. They may also be asked to lead internal CPD following their training where appropriate.
9. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development and represent good value for money.

The Role of the CPD Co-ordinator

The key role of the school’s CPD co-ordinator will be to ensure the efficient and effective development and delivery of the CPD policy. Within this role the main responsibilities will be to:

- **Promote CPD as a central element of school improvement**
- **Create and sustain arrangements for CPD of all staff**
- **Monitor and report on the effectiveness of CPD undertaken including its impact on school improvement**
- **Create and promote a culture of collaboration and joint endeavour amongst staff and governors**
- **Develop and maintain links with all sources of CPD provision**

Promoting CPD as a central element of school improvement

The CPD Co-ordinator will endeavour:

1. To ensure coherence between the rationale and arrangements for CPD and the procedures for school improvement planning and Staff Appraisal;
2. To contribute to school self-evaluation in ways which create links to inform CPD provision;
3. To advise the governing body on the benefits of participation in relevant initiatives and projects.

Creating and sustaining arrangements for the CPD of all staff

The CPD Co-ordinator will endeavour:

1. To create and maintain robust, transparent arrangements for CPD which are known to all staff;
2. To be the first point of contact for staff on matters relating to CPD;
3. To advise on, and administer as necessary, the budgetary arrangements for CPD;
4. To provide support and guidance to staff on developing and maintaining their CPD portfolio;

5. To ensure that all members of the school community have an opportunity, through mechanisms such as Staff Appraisal, to discuss their development needs and aspirations as well as the most effective forms of delivery;
6. To ensure that all members of the school community have an equality of access to the range of induction and continuing professional development opportunities;
7. To provide information to staff about progression routes within their employment and support and monitor their achievement therein;
8. To organise and make available to staff, relevant information in appropriate electronic and hard copy formats;
9. To provide information to staff about effective forms of professional development.

Monitoring and reporting upon the effectiveness of CPD undertaken

The CPD Co-ordinator will endeavour:

1. To ensure that the CPD provision is varied, is fit for purpose and conforms to best value principles;
2. To ensure that all provision is of a consistently high-quality;
3. To report to the governing body on all aspects of CPD provision, including its provision and impact;
4. To implement procedures that monitor take-up and evaluate the impact of CPD provision.

Creating and promoting a culture of collaboration and joint endeavour amongst staff and governors

The CPD Co-ordinator will endeavour:

1. To make a leading contribution to whole-school understanding and commitment to the principles of personal responsibility, mutual support and a sense of common purpose in relation to CPD;
2. To create and maintain systems whereby all staff are able to benefit from the collation and dissemination of good practice and other CPD outcomes for the purpose of school improvement.

Maintaining and developing links with sources of CPD provision

The CPD Co-ordinator will endeavour:

1. To maintain and develop effective links with the key providers, agencies and organisations such as the LA, DfE, NCSL, TTA, subject associations, dioceses and commercial organisations, in order to give and receive information about CPD opportunities and needs;
2. To receive appropriate information, including updates on new initiatives and developments affecting the professional development of the school community.

Planning for Effective CPD

The arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests of the 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, Trust or national development priorities
- b) are based on good practice
- c) help raise the 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 on current research and inspection evidence
- h) make effective use of resources
- i) have measureable impact on the pupils
- 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

Hollinhey Primary School will support a wide range of approaches to CPD (subject to limitations of budget) in an effort to match needs of the staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- attendance at a course or conference
- in-school training using the expertise available within school and Trust, eg. team planning, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert, model and demonstration lessons
- visits to other schools to observe good and successful practice
- secondments e.g. to special projects, other schools, international exchange etc.
- job-enrichment/enlargement e.g. a higher level of responsibility, job-sharing, acting roles, shadowing, job rotation.
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend
- 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
- creating an improved learning environment within school.

Recording and Evaluating

Staff are advised to produce and maintain an appropriate development portfolio e.g. keep course certificates, notes and any evaluations in a file for reference.

Following professional development, the participant will update their personal record of CPD and, in time, evaluate the impact of that professional development. This includes in-house CPD on INSET as well as Trust-led and external CPD. This will form part of their Annual Appraisal Cycle.

The CPD Leader will be responsible for ensuring whether any follow up is needed to the training e.g. feedback to the provider.