



Holte School

CPD Policy

Lead member of staff:	Chokri Chiha
Legislation Status: (Statutory/Non-Statutory)	Statuary
Local Authority Model Policy or School Written Policy:	School Policy
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Signed by Chair of Governors:	C Hardy

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Continued Professional Development (CPD) Policy

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Principles, Values and Entitlements

1. This school is a “learning community” where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. CPD is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team, whole school and through wider networks with an emphasis on collaborative learning. It conforms closely to the GTCE’s Professional Learning Framework.
2. The school believes in the DfE philosophy that “effective teachers should take ownership and give a 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. The CPD is co-ordinated by the CPD leader who is the Deputy Headteacher Staff Development with a clear job description and who is a member of the school leadership team but who also works with others in taking forward this policy
3. All those involved in the school community have an entitlement to equality of access to high-quality induction and continuing support and development.
4. The central features of the CPD policy comprise effective auditing and identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, reliable and explicit evaluation of the impact of provision, effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced
5. The school aims to obtain appropriate quality standards in organisations that support effective CPD.
6. The school uses a range of types of provision and providers adopting “Best Value” principles in determining these.

7. The school's CPD provision allows staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier, particularly across the key areas identified in the appropriate Standards Frameworks.

8. The school supports professional recognition including accreditation of the CPD undertaken.

Identifying CPD Needs

1. The school's CPD Leader is Mr Chokri Chiha, Associate Deputy Headteacher Staff Development, who fulfils a leadership and management responsibility in relation to this post. He is expected to receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.

2. The DHT Staff Development is responsible for identifying the school's CPD needs and those of the school community. Such needs are identified largely through existing mechanisms such as Performance Management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence such as staff development audits, departmental training plans and School Evaluation and through informal and formal discussions with individuals and teams. The outcomes of the needs' analysis is a CPD plan which forms part of the School Improvement Plan.

3. The DHT Staff Development is responsible annually for discussing with the Headteacher and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.

4. CPD issues are addressed at Governing Body meetings and are included as part of the Headteacher's report. The DHT Staff Development presents a report annually to the Governing Body on the provision and impact of CPD as well as providing regular updates.

5. Requests for accessing CPD are addressed to the DHT Staff Development who decides on the most effective means.

6. The DHT Staff Development provides and updates details of the range of opportunities available and is responsible for communicating relevant opportunities to appropriate staff. The information is updated and made accessible and available to the school community.

7. The DHT Staff Development is responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:

- School Direct Trainee Teachers
- Newly Qualified Teachers
- Other staff new to the school or role
- Teachers in their early years (EPD)
- Teachers with 5 years+ experience (including those beyond the threshold and those in the later stages of their career)
- Teachers specialising in teaching particular groups of pupils
- Teachers specialising in teaching the Sixth Form
- Advanced Skills Teachers, Fast Track and Lead Teachers
- Middle Managers/Subject Leaders (Emergent Leaders)
- Senior Managers in their early years
- More experienced Senior Managers
- Governors
- Senior Support Staff including Bursars, Business Managers, ICT Systems' Managers and Premises Managers
- Teaching Assistants, Bilingual Support, Language Assistants, Learning Mentors and Cover Supervisors, Home/School Liaison Workers

- Secretarial and Administrative Staff including librarians
- Instructors, Performers and Technicians including Science, DT, Arts and ICT
- Parents and Carers

8. The DHT Staff Development is responsible for ensuring that providers are of sufficient quality.

9. The school has systems and opportunities for teams and the whole school to discuss and feed to the DHT Staff Development and other members of the SLT details of priorities and methods including the use of the school training days. This is done in departmental meetings, Curriculum Board, Pastoral Board, working parties etc.

10. The DHT Staff Development is responsible for ensuring the efficient organising of opportunities, eg booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

CPD Provision

1. The opportunities available fully reflect the Code of Practice produced by the DfES in that they:

- meet identified individual, school or national development priorities;
- are based on good practice - in 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 School Development Plan 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.

2. The school supports a wide variety of CPD approaches identified according to “Best Value” principles and which reflect the learning effectiveness of the participants. These include:

- in-school training using the expertise available within the school and collaborative activity (eg collaborative teaching, planning and assessment,

work with a learning team, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling);

- coaching and mentoring and engaging in a learning conversation;
- job enrichment/enlarge ment (eg a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings);
- producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme;
- accessing an external consultant/adviser or relevant expert;
- master classes, model and demonstration lessons;
- role play, simulations;
- collecting and collating pupil feedback, data and outcomes;
- attendance at a lecture, course or conference;
- school visits to observe or participate in good and successful practice;
- secondments, exchanges and placements (eg within a regional or national organisation, an exchange or placement with another teacher, school, higher education, industry, international exchange, involvement with Governing Body);
- postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, NCTL programmes;
- research opportunities;
- distance learning (eg relevant resources such as educational journals and publications, training videos, reflection, simulations);
- 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, involvement with a subject or specialist association);
- external 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 a formal or informal partnership such as a Network Learning Community).
- At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.
- The four guiding principles of the UN Convention on the Rights of the child state that:
 - 1. All children are entitled to the same rights without discrimination of any kind.
 - 2. All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
 - 3. All children have the right to survival and development.
 - 4. Children have the right to express their views in all matters affecting them.
- Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles **3, 5, 12, 28 and 29**.

3. All those engaged with CPD are encouraged to:

- reflect on their development using appropriate mechanisms such as the DfE Teachernet Career Development Portfolio;
- seek professional recognition, including accreditation for the work undertaken. The DHT Staff Development will provide directly or organise guidance to staff on how such recognition can be achieved.

Evaluating Impact and Disseminating Good Practice

1. Following professional or other development, the participant is expected to evaluate the development and discuss with the DHT Staff Development and their Line Manager the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the AH Staff Development. This is often done using evaluation through CPD feedback and evaluations. Where it is agreed that there would be benefit in a wider circulation or follow up, the DHT Staff Development will be responsible for organising that, eg circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school websites.

2. The DHT Staff Development is responsible for ensuring whether any follow up is needed to the provider, eg feedback, issues of access.

3. The DHT Staff Development reviews annually whether any aspects of the CPD provision (eg service level agreements or subscriptions) do not represent value for money and makes appropriate recommendations to the Headteacher and Governing Body.

4. The DHT Staff Development is responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The DHT Staff Development is committed to ensuring that CPD systems and procedures conform to current research findings.

5. This is undertaken at a variety of levels including:

- immediate/short term evaluation by participants;
- informal discussion with colleagues about improved practice;
- Feedback from Line Managers.

6. Use is made of appropriate DfE and other documents to aid the impact but it, in any case, comprises hard objective data as well as other beneficial effects such as:

- pupil and school attainment;
- record keeping;
- more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches;
- a climate of supporting success and effort;
- staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness;
- pupil enthusiasm, engagement and commitment;
- recruitment and retention;
- career progression/promotable staff.

7. Annually, the DHT Staff Development provides a report to the Governing Body on the benefits of the CPD undertaken and future needs.

The CPD policy is reviewed annually by the Governing Body

Reviewed by CHC May 2022