



Greenfield Primary School

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Principles, Values & Entitlements

At Greenfield Primary School we value all our staff and governors and see them as education's best resource and we actively encourage their development. We recognise that Continuing Professional Development (CPD) promotes high morale, motivation, self-esteem and collegiality in the workforce. At Greenfield we believe in the philosophy that "effective teachers should take ownership and give a high priority to professional development". Staff Development is necessary to ensure that staff have the skills, knowledge and understanding to deliver the school aims. It is important that the school is seen as a learning organisation for the adults within it as well as the pupils.

All staff members have an entitlement to high-quality induction and CPD. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs. Equally, governors need to have appropriate induction and training in order to carry out their duties effectively.

At Greenfield there is a commitment to staff development that balances school and individual priorities. Improving standards and the quality of teaching and learning will be the main focus for CPD planning and provision. However, professional development needs that individual staff members have identified also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams in order to raise standards in teaching and learning. This will be facilitated by creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

Professional development can take many forms and can be accessed –

- Externally, through training, further study, the Local Authority, Further Education institutions, subject associations and private providers
- Through cross-school, virtual networks and online learning
- Within school

Examples of professional development include; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school development events attendance at courses, visits to other schools and distance learning etc.

Leadership and Management of CPD

The Head teacher co-ordinates CPD for Greenfield and receives training as appropriate in order to fulfil this role effectively. The CPD lead is supported by the SLT and strategically by the link governor for training. The CPD lead is responsible for identifying the school's CPD needs and those of the staff working within it.

Action Plan

A whole school CPD action plan which will be linked to and integrated with the School's Development Plan, to be developed by the CPD leads. The action plan should be updated annually following the appraisal process in the Autumn term, after individual staff development needs have been identified and fed through to the CPD lead. CPD planning will be informed by a range of sources:

- the needs of the school as identified through its self-evaluation (SEF) and outlined in the School Development Plan
- outcomes from the staff appraisal planning meetings, issues identified through other monitoring, e.g. OFSTED, external audit, moderation visits, Healthy Schools
- national and local priorities, e.g. national strategies, local authority strategies, local community priorities
- feedback from staff and others including governors, pupils and parents/carers through consultations, surveys etc.
- individual requests for CPD made outside of the performance management process

Budget

In order to demonstrate the impact of CPD on pupil outcomes, achieving school priorities, and, value for money, the action plan should be evaluated and reviewed prior to the beginning of the new CPD action planning cycle. This review should inform the subsequent whole school plan.

The budget is targeted at the priorities identified by the school – those identified through the SDP etc and those identified for professional development through the appraisal process. The training needs of Newly Qualified Teachers (NQTs) are recognised as a priority.

Staff and governors undertake joint training when and if appropriate and the Head teacher reports annually to Governors to inform the Governing Body of the on-going professional development of staff.

The school will ensure that it will use resources carefully to support CPD and that the budget is used to ensure best value.

Appraisal

At Greenfield the CPD programme will be informed by staff training and development needs identified by the line manager and staff member at the annual appraisal meeting.

The governing body will ensure in budget planning that, *as far as possible*, appropriate resources are made available in the school budget for any training and support agreed for members of staff.

If there are competing demands on the school budget between CPD identified for a member of staff and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however the aim will be to meet as many requests for CPD as the budget allows.

Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches in an effort to match interests, career development and preferred learning styles of staff and to maximise the impact on improving teaching and learning within the school. CPD opportunities can be internal or external to the school and can involve courses, in-school training days, observation of best practice, visits to other schools, distance learning, team teaching, coaching and mentoring, secondment, research opportunities, shadowing etc.

Implementation of CPD

All staff who undertake training beneficial to whole school development are expected to feedback at either senior leadership, staff meetings or cascade session as appropriate. This may include schools where a collaborative relationship exists and similarly these schools will reciprocate.

Priority is given to staff with qualifications that are statutory and need to be regularly updated e.g. Health & Safety qualifications such as First Aid certification.

The school retains a record of all training attended by school staff.

Arranging CPD

Local Authority courses are available for office based applications such as SIMs, FMS and MS Office through the LEAMIS team. A list of workshops available are published on EIS each year and staff should book these through the School Business Manager.

Applications for external courses must be discussed with the staff member's line manager and agreed by the Head teacher as these may involve funding for supply cover and will need to match SDP priorities or professional development needs indicated by appraisal or other reviews.

Applications for academic courses that involve a period of study leading to a recognised professional qualification will need to match SDP priorities or professional development needs indicated by appraisal or other reviews. These must be discussed with the staff member's line manager and agreed by the Head teacher. All staff will be required to sign a Learning Agreement before these can be authorised (Appendix 1).

It is the responsibility of all staff attending a day time course to arrange suitable cover with their line manager and leave appropriate work for their class.

All staff are required to complete a CPD Evaluation form (Appendix 2) following a training course and provide this to their line manager/Head teacher.

Teaching and Leadership and Management Development

The SLT meet regularly to discuss issues relating to the organisation, progress, management and smooth running of the school. Staff development for teaching staff includes:

- a) the opportunity to plan, develop, monitor and evaluate school improvement initiatives
- b) to discuss and resolve issues relating to the school curriculum, ethos, personnel and community
- c) to respond to LA and national initiatives at a school level
- d) encouragement to participate in the LA & National College CPD opportunities for career progression e.g. NPQH, Middle and Senior Leadership Pathways, Affinity Teaching School Alliance CPD programme and teacher networks
- e) the opportunity for succession planning e.g. shadowing, 'acting up' and mentoring/being mentored

Support Staff Development

All support staff, class based, office and premises, are encouraged to participate in the CPD opportunities for career progression e.g. Diploma in School Business Management, Level 2 TA award, Level 3 TA certificate, Higher Level Teaching Assistant status (HLTA) etc

Governor Development

Governors receive an induction programme on appointment which includes an information pack, a tour of the school and a meeting with the Head teacher and an established governor. New appointees should also attend the LA's training for new governors, ideally within a term of their appointment. Governors are encouraged to develop their own knowledge and skills through LA provided courses and GEL (Governor online learning) details of which are provided by the clerk to governors. A skills assessment will be completed and training needs identified in order to ensure they are effective in their role.

Whole governing body training will be arranged under the Governor Development Service (GDS) package and the Countesthorpe Family of Schools agreement.

Review & Monitoring

Greenfield evaluates the impact that CPD has on teaching and learning and raising standards through monitoring (including feedback, evaluations, observations, work scrutiny, pupil voice, data analysis and appraisal).

Information on training opportunities is available to all members of staff through appraisal, staff and department meetings and other notifications such as email and notices.

Staff will have an opportunity to discuss individual professional development needs with their line manager, specifically during the appraisal process, but at other times as necessary, by arrangement.

The Head teacher will provide details of budget spending for CPD priorities to the Governing Body and details of CPD are reported in the Head teacher's reports to governors.

Health & Safety

All staff to receive appropriate health and safety training e.g. First Aid, Fire Safety Training. Such training will take place on school training days or staff meetings whichever is the most appropriate.

Clear health and safety procedures form part of school induction for all staff. The Governing Body recognises the duty of care towards staff and the need to promote staff health and well-being. All staff are informed of this at induction and helpline contact details are provided.

Equal Opportunities

Access to CPD is available to all school staff regardless of race, age, gender, disability.

Other relevant policies:

Performance Management

Code of Conduct

Equal Opportunities

Pay Policy

Health and Safety

This policy will be reviewed in 2019 by the Learning and Wellbeing committee.

Version	Date	Comment
V1	Date created: 18/5/2016 Review date: May 2019	A Gordon

Appendix 1
Learning Agreement



Greenfield Primary School

This Learning Agreement is between the named staff member and Greenfield Primary School represented by the Head teacher.

Personal Details								
Name								
Job Title								
Course Details								
Course								
Course Fees		Exam Fees ¹		Other Fees ¹				
Commences			Due to Finish					
Venue								
Financial Contribution								
By Employee		%	£					
By Greenfield Meadow		%	£					
Acceptance & Approval								
Start Date of Learning Contract ²								
End Date of Learning Contract ³								
<p>I understand that financial assistance for funded courses leading to academic or other similar qualifications will be repayable in the following circumstances:</p> <ul style="list-style-type: none"> • should I leave the school's employment within two years of completing the course. • should I leave the school's employment without completing my studies. • should I voluntarily discontinue my studies. <p>A sliding scale of repayment will apply as follows:</p> <table border="1"> <tr> <td>Where a member of staff leaves the school's employment within one year of completing the course, leaves without completing his/her studies or voluntarily discontinues his/her studies.</td> <td>100% of the financial assistance will be repayable.</td> </tr> <tr> <td>Where a member of staff leaves the school's employment within two years of completing the course.</td> <td>70% of the financial assistance will be repayable.</td> </tr> </table>					Where a member of staff leaves the school's employment within one year of completing the course, leaves without completing his/her studies or voluntarily discontinues his/her studies.	100% of the financial assistance will be repayable.	Where a member of staff leaves the school's employment within two years of completing the course.	70% of the financial assistance will be repayable.
Where a member of staff leaves the school's employment within one year of completing the course, leaves without completing his/her studies or voluntarily discontinues his/her studies.	100% of the financial assistance will be repayable.							
Where a member of staff leaves the school's employment within two years of completing the course.	70% of the financial assistance will be repayable.							
Signed by Employee			Date					
Signed by Head teacher								
Name of Head teacher			Date					

A copy of this agreement should be kept on the employees personnel file.

Appendix 2
Greenfield Primary School
CPD Evaluation form



Name:		Course date:	
Course title:		Venue:	
Summary of key learning points:			
Cascade required and to whom:			
Handouts/Links, further sources of reference:			
Considerations for SLT:			
Further learning/training required:			