



# Continuing Professional Development (CPD) Policy

### Principles, Values and Entitlements

At Garlinge Primary School and Nursery, we believe that all staff and governors, irrespective of experience, are entitled to access a programme of effective professional development, based on the identified needs of the individual.

We believe that high standards of professional development improve standards of teaching and learning and raise morale through personal and professional fulfilment. High quality professional development assists in attracting high quality candidates (recruitment), maintaining a high quality teaching staff (retention) and creating a defined career path (professional fulfilment and succession planning).

All members of the school community will have opportunities through robust appraisal procedures, to discuss their professional development needs. The central emphasis will be on improving standards and the quality of teaching and learning – with a particular focus on the impact that CPD has on the children. Through the development of teaching and learning communities, best practice and an ethos of continuous self-improvement will be promoted.

### CPD Planning

CPD planning is integrated with the requirements of the school plan and is based on a range of information such as:

- the needs of the school as identified through its self-evaluation
- issues identified through other monitoring. e.g. OFSTED, School Improvement Partner visits
- national and local priorities e.g. national strategies, the Local Authority's EDP, local community priorities
- development needs identified from the appraisal process
- feedback from staff, governors, pupils, parents and schools with whom we collaborate
- whether it will help raise standards of pupils' achievements
- making effective use of resources
- providing value for money
- enabling the school to maintain agreed accreditation standards

### Provision of CPD

At Garlinge Primary School and Nursery provision will allow staff to develop skills and competencies progressively, with reference to Teachers Standards, NCTL's Leadership Programmes, or competency descriptions for Teaching Assistants, School Business Managers, etc. The school will look to support accreditation of the professional development of staff. Quality assurance mechanisms will ensure that the school accesses provision of a consistently high standard.

The school is 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 and maximise inclusion. 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**

The school has a named CPD Leader who is part of the SLT. The CPD Leader will be responsible, with the Headteacher, for identifying the school's CPD needs and those of the staff working within it.

Within the school, it is the responsibility of the CPD Leader to make sure that programmes are developed that allow for CPD throughout the year. One of their main roles is to design a staff meeting programme that ensures the needs of the staff are being met and effective training is put into place to meet these needs. These will predominantly be linked to the school plan as well as the appraisal targets of members of staff. The CPD Leader may use external providers to help with tailored CPD as well as utilise internal opportunities to develop staff, such as peer mentoring and individual specialisms.

The CPD Leader will be responsible for agreeing the main CPD priorities, with the Headteacher and Governing Body, and communicating these to all staff, alongside any budgetary implications of addressing these needs. The budget will be managed to allow all staff the opportunity to access appropriate internal and external CPD. The most important needs of the staff should be prioritised so that the budget can be spent most effectively. There are robust and transparent arrangements for accessing CPD, communicated to all staff via their appraisal. Staff should be aware that they need to use the Kent CPD website to access external CPD opportunities, amongst others, and need to discuss whether this is feasible with the CPD Leader. After each round of the appraisal process, appraisers will communicate with the CPD Leader to ensure that the relevant staff CPD needs are met.

## **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, but are not limited to:

- attendance at a course or conference;
- in-school training using the expertise available within the school e.g. team teaching, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons;
- school visits to observe or participate in good and successful practice e.g. visit to a school or subject area with similar circumstances, a beacon school;
- research opportunities e.g. a best practice research scholarship;
- distance learning e.g. relevant resources, training videos, reflection, simulation;
- 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;
- job enrichment/enlargement e.g. a higher level of responsibility, job shadowing, job sharing, acting roles, job rotation, producing documentation or resources such as a personal development plan, teaching materials, assessment package/s, ICT or video programme
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity
- partnerships, e.g. with a colleague, group, subject, phase, activity or collaboration or school-based team meetings and activities such as joint planning, moderation, observation, special project and involvement in School Improvement Partnership Network;
- improving the learning environment within the school.

### **Recording and disseminating**

The CPD Leader will, in conjunction with the personnel manager, collect feedback on all CPD undertaken to assess its effectiveness.

All those engaged with external CPD will need to follow the school's CPD procedures (Appendix 1) which includes seeking authorisation for training using the CPD Pre Development Form (Appendix 2) and reflecting on their development and evaluating impact using the CPD Post Development Form (Appendix 3).

It will be the responsibility of the individual undergoing CPD to maintain and update an appropriate professional development portfolio. Following professional development, the participant will discuss with the CPD Leader the process by which to most effectively disseminate to other staff. The CPD Leader will also be responsible for responding to the providers of training, where appropriate.

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

Annually, the CPD Leader will conclude their report to the Governing Body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school attainment;
- improved teaching and learning;
- increased pupil well-being, engagement and understanding;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and potential for career progression

Policy adopted by Governing Body on \_\_\_\_\_

To be reviewed on \_\_\_\_\_

Signed by Headteacher \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_

## Appendix 1

### Continued Professional Development (CPD) Procedures

Once you have researched your training requirements in line with Direct Training, Indirect Training, School Priority or your Appraisal, you will need to follow the procedures below:

Complete a Pre-Development Form ensuring all boxes are completed.

1. Pass the signed and completed form to your Line Manager for approval.
2. If approved, you (or your Line Manager) should pass the form to the HR Team. A list of your training history is then printed and attached to the form before being passed to the CPD Leader for authorisation (**please do not pass the form directly to the CPD Leader**).
3. If not approved by your Line Manager, you will receive their comments on your form and your Line Manager must arrange to meet with you to discuss the reasons for this decision.
4. If authorised by the CPD Leader, the Pre-Development Form will be emailed to you for you to book the training.
5. If not authorised by the CPD Leader, you will receive their comments on your form and your Line Manager must arrange to meet with you to discuss the reasons for this decision.
6. If the training is via Kent CPD Online, please register and book online remembering to enter the school's Business Manager's name as the '**Manager's name**'. (NB: you do not require a 'Budget Code'.)
7. If the training is not available through Kent CPD Online, you will be instructed to liaise with the Finance Officer who will book this on your behalf.
8. Once your booking request has been authorised, you and the HR Team will receive a booking confirmation email. Your training will be entered on your training record on SIMs.net.
9. Before the day your training commences, ensure you check the school diary to confirm your absence has been recorded and cover has been arranged (if required).
10. Upon your return, you must complete a Post Development Form and forward a copy to your Line Manager. You must meet with your Line Manager who will evaluate, provide comments and pass the form to HR to forward to the CPD Leader.
11. If Kent CPD Online provides your training, you must login to **evaluate** your course. This will then generate an attendance certificate for you to attach to the Post Development Form.
12. The CPD Leader will evaluate the training, provide comments and meet with you if any action is required.
13. The CPD Leader will sign and date the completed Post Development Form and a copy will be forward to you for your records.
14. The HR Team will record your training attendance on your training record on SIMs.net.

**PLEASE ENSURE YOU DO NOT BYPASS ANY OF THE ABOVE 14 STAGES**

## Appendix 2

### Pre-Development Form

Course Title:				Date(s):	
				Start time:	Finish time:
Training Provider:				Venue address:	
Cost of Course:		Code (if applicable):		Postcode:	
Supply required:	Yes	No	N /A		

Please indicate **one** category this training applies to:

**A. Direct Training** - Directly seeks to improve specific pupil outcomes (Academic and wider).

**B. Indirect Training** - Contributes to leadership, procedural or operational running of the school.

**C. School Priority** - As identified on School Plan.

**D. Appraisal Target:** - As identified on your current appraisal.

Course Objective:

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What skills or knowledge do you wish to gain from this training?

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What impact do you feel the training will have on you, your role and your team?

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If your chosen category is **A (Direct Training)**, what will be the **IMPACT** on specific pupil outcomes be? (only complete this section if you have selected category A)

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Do you have any specific requirements / questions you would like the training or trainer to cover?

Would you be able to share this training and if so, how and with whom?

Signature: ..... **Staff Member:** ..... Date: .....

Line Manager comments:

Signature: ..... **Line Manager:** ..... Date: .....

**YOU MUST NOW SUBMIT YOUR COMPLETED FORM TO THE PERSONNEL OFFICE, TO ATTACH YOUR TRAINING RECORD FOR REVIEW BY THE CPD LEADER.**

**OFFICE USE ONLY:**

CPD Leader comments:

Training Approved:

OR

Training Declined:  **Meeting to be held with Employee** (Date: ..... ) Completed

CPD Leader Signature: ..... Date: .....

Entered on SIMs.net:  Entered in Diary:  Employee emailed to book course:

### Appendix 3

### Post Development Form

Name			
Course Title			
Completion Date		Venue	

The training met the stated objectives	Slightly	1	2	3	4	5	Completely
<ul style="list-style-type: none"> <li>Please indicate what were the main objectives met</li> </ul>							
Knowledge/skill(s) development during the training met expectations	Slightly	1	2	3	4	5	Completely
<ul style="list-style-type: none"> <li>Please indicate what knowledge/skill(s) you have developed</li> </ul>							
What is your level of confidence to use this knowledge/skill(s)?	Low	1	2	3	4	5	High
<ul style="list-style-type: none"> <li>How will this improve your performance in your job role?</li> </ul>							
Rate the relevance of the training to your job role	Low	1	2	3	4	5	High
<ul style="list-style-type: none"> <li>Indicate how the relevance will impact on your job role</li> </ul>							

When, how and whom can you share this acquired knowledge/skill(s) with?
How will sharing of this knowledge/skills IMPACT on school practice?

