

BROAD CHALKE CE VA PRIMARY SCHOOL

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) POLICY

With the love of God we learn, care, grow and share

School principles and values

This school is committed to fostering a positive climate for continuous professional development (CPD) so that each member of staff has the opportunity to reach their full potential for both individual and school benefit. It is a 'learning community' where all staff and governors are involved in a continuous process of improvement and enrichment and it should be viewed as an incentive to new staff to join our learning community.

The school believes that a coherent and progressive opportunity for all staff to develop professionally and personally raises both standards and morale, provides personal and professional fulfilment and has a positive impact on improving pupils' learning.

This school recognises and values the contribution of all staff, regardless of their length of service or position in the school. Professional development takes place in both formal and informal contexts: the school seeks to promote a culture where all staff are seen as learners with opportunities available to develop their skills and knowledge.

Personal responsibility

All those involved in the school community have a responsibility to make the most of opportunities for support and development. Through CPD, members of the learning community are able to develop skills and competencies progressively, allowing them to build on and reinforce their experience and expertise. Each member of the school learning community is responsible for:

- reflecting on their practice and determining strengths and areas for development.
- engaging fully in the performance management or appraisal process.
- reflecting on CPD experiences and disseminating learning to relevant colleagues;
- learning with and from colleagues in this school, neighbouring schools and beyond.

Identifying need

Professional development will be provided to meet the needs of the school and those of the individual as identified through:

- the Self-Evaluation Form (SEF);
- the School Development Plan;
- performance management and appraisal;
- Government and Local Authority initiatives;
- DfE guidance for newly qualified teachers;
- National Standards, for example, for teachers, support staff or governors.

Funding for CPD will reflect the priorities identified within the school's SEF.

Provision

The CPD leader is the Head teacher, but the school business manager is responsible for booking all training courses but the teacher is responsible for checking their own supply cover and re-arranging any duties. The School offers a wide range of development opportunities for staff including:

- 5 teacher development days per year (TD Days)
- induction;
- performance management or appraisal and review of job description;
- school, cluster and Local Authority training, workshops and conferences;
- joint staff and governor meetings and training sessions;
- Key Stage meetings to review children's work;
- paired teaching and observations;
- membership of working groups e.g. cluster projects;
- courses, conferences and seminars in and beyond Wiltshire;
- coaching and mentoring (including student teachers);
- membership of local and regional networks;
- placements as part of management training;
- preparation for new roles and responsibilities such as leadership and management.

Evaluating impact and disseminating good practice

Following professional development, the participant will discuss with the CPD leader the opportunities to disseminate to other staff. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD leader will be responsible for organising some time for that opportunity e.g. a session at a staff meeting

Evaluation will be undertaken at a variety of levels including:

- immediate/short term evaluation by participants; and
- informal discussion with colleagues about improved practice and impact;

The impact of CPD may be evaluated using:-

- increased staff confidence, enrichment, motivation, collaboration;
- a climate of supporting success and effort;
- more effective and embedded teaching and learning;
- pupil and school attainment;
- greater pupil enthusiasm, engagement and commitment;
- good recruitment and retention;
- good career progression for staff.

Role of the CPD leader

The CPD leader will be responsible for:

- overseeing the implementation of the policy;
- any follow up, if needed, with the provider of professional development;
- assessing value for money of CPD through monitoring and evaluating impact;
- ensuring that CPD systems and procedures conform to current research findings;
- a CPD report to the Governors via the Headteacher's termly report detailing:
 - the CPD undertaken ensuring all staff groups are represented;
 - the impact it has had

The policy will be monitored by the Governing Body.

Ratified by FGB: March 2014

Reviewed: Spring 2017

Review due: Spring 2020