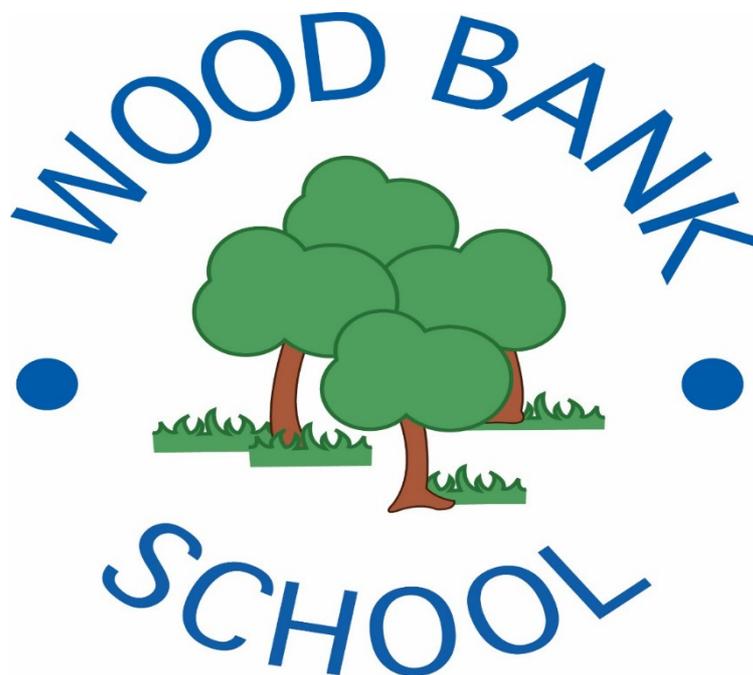


WOOD BANK SCHOOL



CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Policy Ratification	April 2018
Review Date	January 2020
Signed (Headteacher)	
Signed (Chair of Governors)	

Equality Statement

At Wood Bank School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Philosophy

- This school is a “learning community” and is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development means the school is able to motivate and develop its community. It does this at a variety of levels- individual, team, whole school and through the wider networks.
- The school believes that “effective teachers should take ownership and give a high priority to professional development” (DFE). All members of staff have a responsibility to support the professional development of colleagues. 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 assist recruitment and retention.
- The school’s philosophy on professional development allows staff to build on and reinforce their skills and expertise.
- All members of the school’s learning community will have an entitlement for access to high quality induction and continuing support and development.

Procedures/Practice

Identifying Professional Development Needs

- The school will have a named Professional development leader who has Leadership and Management responsibility. Requests for accessing Professional development should be addressed to the CPD leader.
- All staff at Wood Bank School take part in the Appraisal cycle. In these meetings staff are encouraged to discuss their own development and professional aspirations as well as those related to the school improvement plan. Staff are also encouraged to record their professional development and evaluate its impact.
- The Head and Deputy are responsible for identifying the schools’ professional development needs and those of the school community. Such needs will be identified mainly through existing mechanisms such as appraisal, self- evaluation, national and local priorities, inspection reports and other internal and external monitoring and

feedback evidence as well as through informal and formal discussions with individuals and teams.

- The CPD leader will discuss with the Head teacher any internal/external training needs along with any likely budgetary implications of addressing these needs.
- The Head teacher will include within his report to the Governing Board and professional development that has taken place.
- The Professional development leader will communicate to appropriate staff any opportunities available.
- The Head teacher/Deputy Head will be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:
- NQT, staff new to school or role, teachers in their early years, teachers with 5+ years' experience (including those beyond the threshold and those in the later stages of their career), the Head teacher, Governors, school administrator, Teaching Assistants and trainee teachers, premises manager and cleaners, kitchen staff.
- The lead for Professional development will be responsible for ensuring the effective organisation of access to opportunities e.g. booking, confirmation of place, organising appropriate subscriptions to appropriate bodies such as NASEN, BILD, Equals, National Back exchange.

Professional Development Provision

We aim to ensure that the provision of training meets the learning needs of the school community.

The professional development opportunities available will only be offered if they:

- Meet individual needs, school and national development.
- Are based on recognised effective practice
- Contribute to raising standards of pupils' achievements
- Respect cultural diversity
- Are provided by those with the necessary experience, expertise and skills.
- Are planned systematically
- Are informed by current research or inspection evidence
- Provide value for money
- Provide opportunity to measure impact.

The school will support a wide portfolio of CPD approaches matched to the needs of learners. These will include:-

- In school training using the expertise available within the school and collaborative activity such as problem solving, existing expertise, collaborative teaching, planning and assessment.
- Coaching ,mentoring and engaging in a learning conversation
- Producing documentation or resources such as curriculum development and teaching materials

- Accessing an external consultant/adviser or relevant expert
- Collecting and collating pupil feedback, data and outcomes
- Attendance at a course or conference
- School visits to observe or participate in good and successful practice
- Postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualification such as Apprenticeships in Support and Learning
- Research opportunities
- Distance learning (e.g. relevant resources such as educational journals and publications etc.)
- Practical experience (e.g. contribute to a training programme, co-ordinating or supporting a network, involvement in local/national networks, involvement with a subject or specialist association).

All those engaged in Professional Development will be encouraged to;

- Reflect on their development
- Seek professional recognition including accreditation for the work undertaken and to keep this as evidence in their Appraisal booklet as well as give a copy to lead for Professional Development.

Responsibilities for Leading, Monitoring & Evaluating

The Role of the Participants

All members of staff involved in Professional Development will be expected to complete an evaluation of the activity, training or course. They will need to record this on their CPD log in their Appraisal booklet and their CPD books for TAs. The results of these evaluations will be used to inform future training/course decisions such as preferred providers, facilitators, venues and value for money. Participants are also expected to disseminate information to other members of staff as and when necessary.

Evaluating Impact and Disseminating Effective Practice

- Following Professional Development the participant will discuss with the Head teacher the opportunities to share with other staff. SLT will organise this if felt relevant through a staff meeting or school training day.
- The lead for Professional Development will feed back to the provider should it be deemed necessary
- The Head teacher will review annually if it is felt that any subscriptions, service level agreements are not value for money.
- Measures to determine the impact of training and development will be drawn from:
 - Participant evaluation

- Pupil and school attainment
- Staff practice

The Head teacher will feedback to the Governing Board on the impact of the training and development undertaken including the identification of future needs through the Head teacher's report.

School Improvement Plan

The professional development of staff is linked to our school improvement plan/aims. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will reflect the professional development needs limited to these priority areas.

Appraisal

An appraisal system applies to all our school community. The aim is to help us improve by agreeing and reviewing our priorities within the context of the school improvement plan. The outcomes of the Appraisal reviews supports in setting priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

The Professional Development requests following on from Appraisal meetings will be collated for each class and given to the co-ordinator so that the relevant pathways can be explored to meet them.

Related Legislation/Documentation/ Policies

Standards for Teacher's Professional Development July 2016