

## CPD POLICY

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<b>Committee Responsible</b>	QE
<b>Designated member of staff</b>	Anna Hurley
<b>Date of next review:</b>	June 2024

### STATEMENT OF INTENT

This school is a "learning community" where all are involved in a continuous process of development and improvement. It is committed to fostering a positive climate for continuous learning. CPD is the means through which this occurs. CPD will be co-ordinated by AHT (Learning and Engagement) and the 2i/c Teaching and Learning but will be assisted by others in taking forward this policy. The appointment of 3 TLPs (Teaching and Learning Lead Practitioners) has increased capacity and formed a broad knowledge and skills base to promote Quality First teaching in the school. The Teaching and Learning team work closely with the Training School, to ensure cohesion between need and development and push school improvement.

The central emphasis will be on the quality of teaching and learning, improving standards and developing leadership. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement. The school also 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 Policy

The continuing professional development policy is an outline of the key practices the school will uphold to ensure that all staff receive the most effective and appropriate development opportunities to meet their needs and the needs of the school, as set out in the School Improvement Plan. The purpose of the document is to make a statement of principles and to establish specific areas where these principles are translated into practice. An action plan for the implementation of policy and practice is outlined, as are the monitoring procedures for evaluation.

## **Aims and Objectives**

- To ensure that staff shall have equality of access to high-quality induction and continuing support and development
- To ensure that arrangements for accessing CPD are known to all staff.
- That all staff will have opportunities to discuss their professional development needs (through performance management / appraisal and other mechanisms / procedures)
- That CPD planning will be inextricably linked and integrated with the school's development plan, the appraisal programme and be based on a range of information:
  - The needs of the school as identified through its self-evaluation and subsequent school improvement and faculty improvement plans;
  - Issues identified through other monitoring, e.g. OFSTED;
  - National and local priorities e.g. national strategies, local community priorities;
  - Performance Management
- That the academy will have effective measures in place to audit the professional needs of staff and link these to the school's self-evaluation and performance management system. The main driver for this will be the appraisal and review cycle for teachers.
- The school's CPD provision will allow staff to develop progressively, with reference to recognised competency frameworks such as the 2012 teacher standards frameworks, competency descriptions for teaching assistants (known as LSAs), HLTAs, operations team staff etc
- At all times the school will support professional recognition including accreditation of the CPD undertaken.
- To ensure that 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
- To ensure that CPD can operate effectively at a variety of levels - individual, team, whole school, Trust and through wider networks with an emphasis on collaborative learning.
- To ensure that CPD processes are designed to widen participation, maximise inclusion and minimise bureaucracy.

## **Identifying CPD Needs**

- The school will have a named CPD Leader (Ms A Hurley - AHT) who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post.
- The school will have a Teaching and Learning lead (Ms H James - AAHT)
- The CPD Leader will have a well-defined description of the role. The CPD Leader will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.
- The CPD Leader shall be responsible for identifying the school's CPD needs and those of the staff working in it. Such needs will be identified largely through existing mechanisms such as the development plan, performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD plan (under 'building leadership capacity') which forms part of the -Improvement Plan.

- The CPD Leader will be responsible annually for discussing with the Headteacher and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.
- CPD issues will be addressed at Governing Body meetings and be included as part of the Headteacher's report.
- Requests for accessing external CPD should be addressed to the CPD Leader who will consult with the Headteacher and decide on the most effective means.
- The CPD leader will have a suitable budget for such opportunities, which must all be signed off by the Headteacher
- Middle Leaders shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to appropriate staff.
- The CPD Leader shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:
  - Early Career Teachers
  - Other staff new to the school or role
  - 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 e.g. EAL
  - Middle Leaders e.g. Curriculum Leaders / Heads of Year / Subject Leaders (Emergent Leaders)
  - Senior Leaders in their early years
  - More experienced senior managers
  - Cover supervisors and other employed staff who regularly provide cover and those seeking to return to the profession
  - Initial Teacher Training e.g. School Direct teachers and PGCE students
- The CPD leader may act in an advisory role to both related groups (e.g. governors and staff)
- The above will be achieved by having a centralised opportunity framework which is advertised to all staff at the school through the CPD Map, which is published annually and updated throughout the year so all staff are able to easily access voluntary as well as compulsory training
- The CPD Leader will be responsible for ensuring that providers are of sufficient quality.
- The school will have systems and opportunities for teams and the whole school to discuss and feed to the CPD Leader details of priorities and methods including the use of the school training days.
- The CPD Leader will be responsible for ensuring the efficient provision of opportunities, as determined by the 'centralised opportunities framework' or CPD Map.

## **New Staff Induction**

The aims of new staff induction are:

- To ensure that all staff are effectively inducted into the school and feel supported to do so
- To maintain a consistent whole school approach to exemplary Teaching and Learning
- To establish professional and positive relationships between new and existing members of staff.
- To aid staff in establishing themselves quickly into their appointed role
- To help new staff quickly feel part of the whole school team

## Provision for New Staff

The induction programme includes both generic and personalised provision for each new member of staff and includes the following:

- Curriculum and Support Staff Leaders will be in communication with any new appointees prior to the appointee's contractual start date
- Each new member of staff will have their line manager identified and this person will act as their formal mentor for induction
- In addition, each new member of staff will also receive a 'buddy' who is based outside of their faculty. The purpose of the 'buddy' is to provide social support as well as answering relevant questions about the workings of the school
- All new members of staff will be invited for induction at the school. For staff joining in September, this will be hosted in June. For staff joining mid-year, an induction programme will be arranged prior to taking up post or within 2 weeks of their start date
- The Curriculum and Support Staff Leaders will provide practical information for each new appointee. This will include timetables, class lists, schemes of work with relevant resources, the school lesson plan, the area development plan, access to class records and assessment data, and relevant paperwork and policies
- All new members of staff will receive details of the Internal CPD Programme and are invited to attend.
- During the first term the Head of Department/Faculty will meet regularly with the new member of staff to discuss progress, observe the member of staff both formally and informally (as appropriate), monitor lesson plans and feedback, provide opportunities to observe good practice, discuss any issues of concern, and initiate Performance Management (if applicable) and necessary targets

## ECT Induction

The professional development and training needs of newer entrants to the profession are the core imperative of this element of the policy. Guidance, mentoring and coaching at all levels are parts of a package that aims to ensure rapid professional development and staff retention.

The ECF (Early Career Framework) is a national programme, designed to ensure a high level of support and training for all ECTs, over a 2 year period. We work with Wandle Teaching School Hub and UCL in order to deliver this, and both Ms A Hurley and Ms H James are trained facilitators.

## Aims of ECT Induction

The aims of ECT induction are:

- To provide a bridge from initial teacher training to effective professional practice
- To ensure ECTs continue to meet the standards for the award of QTS and improve their practice, through a spiral approach which allows them to revisit and develop the teacher standards
- To provide well targeted support by a trained mentor that, in turn, will help ECTs make a real and sustained contribution to exemplary teaching and learning
- To provide an atmosphere that welcomes the ECT and encourages their development as part of a team

## ECT Induction provision

The induction programme includes both generic and personalised provision for each ECT and includes the following:

- Curriculum and/or Subject Leaders will be in communication with any new ECT prior to the contractual start date
- Each ECT will have a mentor assigned to them. This person will act as their formal mentor for induction and they will receive full training from Wandle Teaching School Hub (WTSH)
- In addition, each ECT will also receive a 'buddy' who is based outside of their faculty. The purpose of the 'buddy' is to provide social support as well as answering relevant questions about the workings of the school
- All ECTs will be invited for induction at the school. For those joining in September, this will be hosted in June or July. For those joining mid-year, an induction day will be arranged prior to taking up post
- There will be an additional induction/inset day for all ECTs, prior to the whole staff inset on the first day of the autumn term. This allows extra time for settling in and familiarisation
- The Curriculum and/or Subject Leaders will provide practical information for each ECT. This will include timetables, class lists, schemes of work with relevant resources, the school lesson plan, access to class records and assessment data, and relevant paperwork and policies
- The NQT will receive support in line with statutory guidance. This involves 10% reduction in timetable in Year 1 and 5% in Year 2, to allow for induction activities, self-study (through UCL Extend), mentor meetings, opportunities to observe and be observed and professional review meetings
- The Induction Tutor will appoint the mentors in conjunction with curriculum leads, and will ensure the mentor can effectively support the ECT. The Induction Tutor is responsible for liaising with WTSH and UCL to make sure the mentors receive the appropriate training. Time is allocated on their timetables for this
- Mentor meetings are scheduled as part of the ECF and can be accessed through UCL Extend
- At the end of each term, the Induction Tutor submits progress reviews for each ECT and an assessment report at the end of each year
- All ECTs will be expected to attend 1 x 2 hour face to face and 1 x 1 hour online training session per half term with their cluster during Y1 and 1 x 2 hour face to face during Y2. Attendance is monitored by the Induction Tutor and WTSH.
- If an ECT is not meeting the standards of QTS, a personalised support programme will be implemented to improve the NQT's performance.

## **Planning for Effective CPD**

The opportunities available will fully reflect the Code of Practice produced by the DfE in that they will only be offered if they:

- meet identified individual, school or national development priorities
- be based on good practice - in development activity and in teaching and learning
- help raise standards of students' achievements
- respect cultural diversity
- be provided by those with the necessary experience, expertise and skills
- be planned systematically and follow the agreed programme except when dealing with emerging issues
- be based, where appropriate, on relevant standards
- be based on current research and inspection evidence
- make effective use of resources, particularly ICT

- be 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.

## Supporting a range of CPD activities

The school will support a wide portfolio 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 staff body
- school and Trust collaborative activity (e.g. collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer observation and evaluation, collaborative enquiry and problem-solving, modelling)
- online learning, for example through the National College subscription
- coaching and mentoring and engaging in a learning conversation
- job enrichment/enlargement (e.g. a higher level of responsibility, deputising, mentored guidance for taking on further responsibility within their role, 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 student feedback, data and outcomes
- attendance at a lecture, course or conference
- school visits to observe or participate in good and successful practice
- research opportunities
- secondments, exchanges and placements (e.g. within a regional or national organisation, an exchange or placement with another teacher, school, higher education, industry, international exchange, involvement with Governing Body). This is dependent on time served and individual circumstances and is at the discretion of the Headteacher
- postgraduate professional development and other educational knowledge qualifications from higher educational institutions and other forms of professional recognition and qualifications (on a case by case basis dependent on the benefits that can be brought to the academy)
- NPQ leadership programmes such as NPQSL, NPQLT, NPQLTD and NPQLL
- distance learning (e.g. relevant resources such as educational journals and publications, training videos, reflection, simulations)
- practical experience (e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)
- external partnerships and links (e.g. with a colleague, group, subject, phase, activity or academy-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)

## Recording and Disseminating Good Practice

- All those engaged with CPD will be encouraged to:

- reflect on their development using appropriate mechanisms
- seek professional recognition, including accreditation for the work undertaken. The CPD Leader will provide directly or organise guidance to staff on how such recognition can be achieved
- The CPD leader will work with appropriate individuals to ensure staff have guidance on producing and updating an appropriate professional development portfolio.
- Before the professional development experience, the participant will discuss with the CPD Leader the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader.
- The school will disseminate good and successful CPD practice that supports and improves teaching and learning.
- Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will take responsibility for the organisation, e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the academy website.
- The CPD Leader will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.

### Evaluating Impact of CPD

- The CPD Leader will review annually internal provision and provision from commercial suppliers and whether any aspects of the CPD provision (identified programmes and quality of training providers) do not represent value for money and make appropriate recommendations to the Headteacher and Governing Body.
- The CPD Leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD Leader shall be committed to ensuring that CPD systems and procedures conform to current research findings.
- This will be undertaken at a variety of levels and at intervals including:
  - immediate/short term evaluation by participants
  - longer term follow up for a sample of CPD undertaken as part of the performance management process
  - informal discussion with colleagues about improved practice
- Use will be made of appropriate DfE and other documents to assess the impact but it will, in any case, comprise 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
  - grading on lesson observations
  - pupil enthusiasm, engagement and commitment
  - recruitment and retention
  - career progression/promotable staff, including succession planning

- The CPD Leader will contribute to the termly Heateacher's report to detail ongoing CPD opportunities