

CPD POLICY

Date last reviewed	June 2026
Committee Responsible	QE
Designated member of staff	Anna Hurley and Heather James
Date of next review:	June 2027

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, and CPD is the means through which this occurs. Grey Court 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.

CPD is coordinated by the AAHT (Teaching and Learning) and the AHT (Training School), who have a leadership and management responsibility in relation to this post. This partnership ensures cohesion between need and development and to push school improvement.

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.

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.
 - At all times the school will support professional recognition including accreditation of the CPD undertaken.
 - 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 CPD leaders will have a well-defined description of the role. The CPD leaders will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.
- The CPD leaders 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 Map which plots and tracks CPD across the school.
- The CPD leaders 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 leaders who will consult with the Headteacher and decide on the most effective means.
- The CPD leaders will have a suitable budget for such opportunities, which must all be signed off by the Headteacher.
- The CPD leaders shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to appropriate staff.
- The CPD leaders 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 leadership career

- 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 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 leaders 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 back to the CPD leaders details of priorities and methods including the use of the school training days.
 - The CPD leaders 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 with this
- 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
- 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, a condensed 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, 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 should meet regularly with the new member of staff to discuss progress, observe the member of staff both formally and informally (as appropriate), monitor lessons 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 ECTE (Early Career Teacher Entitlement) 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, as well as 2 additional members of staff.

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

ECTE 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)
- 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
- The ECT 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 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 ECTE 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 3 hour face to face 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 ECT'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

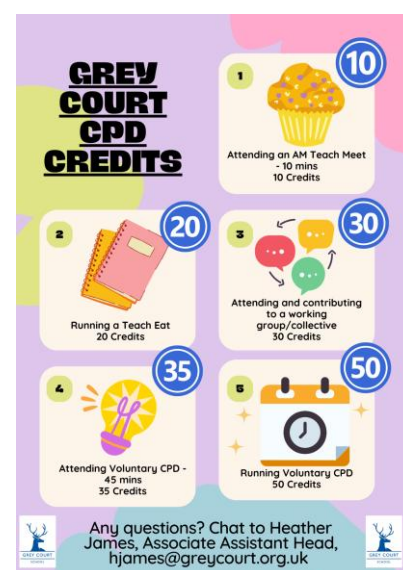
The school will support a wide portfolio of CPD approaches identified according to "Best Value" principles and which reflect the learning effectiveness of the participants. These include:

- 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 TES Develop 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, SLT secondment)
- 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
- 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

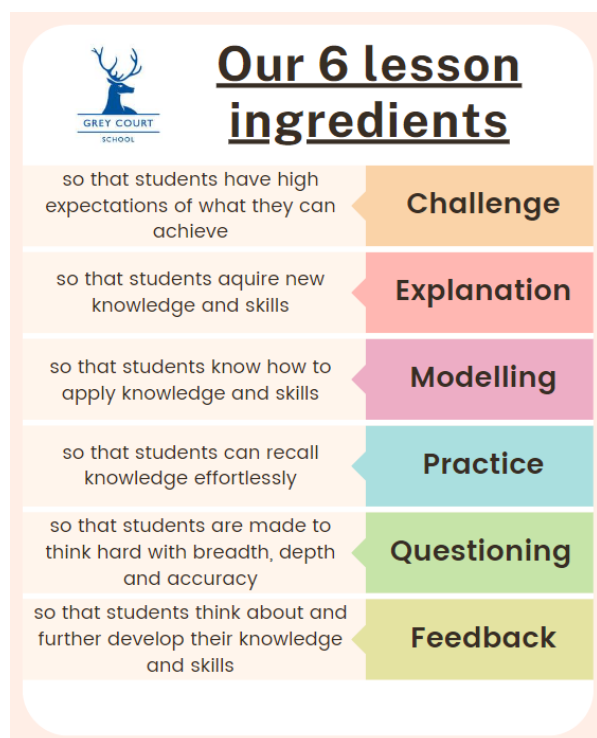
- All those engaged with CPD will be encouraged to:
 - reflect on their development using appropriate mechanisms
 - share their engagement to count towards their CPD Credits - credit-based voluntary CPD is an incredible motivator in promoting the voluntary staff training offer, as well as encouraging colleagues to deliver sessions themselves for additional credit.
 - seek professional recognition, including accreditation for the work undertaken. The CPD leaders will provide directly or organise guidance to staff on how such recognition can be achieved
- The CPD leaders 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 leaders the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD leaders.
- 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 leaders 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 leaders will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.



Learning and Teaching Framework

Good teaching means effective learning, and that is what we should be striving for in every lesson. The 'Grey Court 6 Lesson Ingredients' are designed to put in place a structure and pedagogy which supports these aims.

It is not a highly prescriptive curriculum, but a useful framework within which to plan and deliver effective lessons which include:



The key principles and beliefs underpinning the framework are, in no particular order, as follows:

- teachers are not superhuman. We should therefore do all we can to make the teacher's job as manageable as possible, recognising time constraints and practical classroom issues
- we need to build on prior learning at KS2, and both our pedagogy and curriculum should reflect students' experiences at primary school
- this framework gives a great deal of attention to using oral work to develop understanding. Just because a student has 'got it down in their book' does not mean they have learnt anything
- the framework provides excellent opportunities to develop students' capacity to think for themselves, and is designed to ensure that students are required to engage with the learning right through the lesson. There is little opportunity to disengage
- emphasis is placed on the role of the teacher in

modelling as part of the teaching process

- the framework emphasises the need for quality resources from a wide range of sources and uses a blended approach to in-person and digital learning
- Students are expected to listen to both the teacher and each other. The role of students' taking the lesson forward is an important part of the pedagogy
- the framework recognises the importance of having a basic structure to lessons in the first place. Good learning takes place where there has been good planning, and clear 'signalling' to students as the lesson moves from one stage to the next
- reinforcement or retrieval is built into lesson structures. This also provides an excellent opportunity for *Assessment for Learning*, thus enabling the teacher to check for understanding and adjust planning when necessary:
- the framework adopts a pragmatic approach to issues surrounding differentiation and adaptive teaching. By establishing a pedagogy based on integration rather than total differentiation, the approach helps to make the teachers' job easier, and 'keeps the students together', thus allowing equal access to quality texts, for example. It challenges the more able, and supports those who move at a slower pace
- the framework recognises the importance of pace and challenge within lesson planning
- the framework should not be viewed as a straitjacket. It is designed to be used flexibly. The underlying issue should be one of 'fitness for purpose'

Evaluating Impact of CPD

- The CPD leaders shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD leaders 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
 - pupil enthusiasm, engagement and commitment
 - recruitment and retention
 - career progression/promotable staff, including succession planning

- The CPD leaders will contribute to the termly Headteacher's report to detail ongoing CPD opportunities