

PENRYN COLLEGE

STAFF DEVELOPMENT POLICY

Approved by: Full Governing Body – December 2021

Responsible SLT member: AHT responsible for CPD – Beth Laing

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Rationale – what is CPD and why is it important?

Our school is committed to fostering a positive climate for learning for all students, staff and Governors. CPD is an entitlement for all staff. It is also an individual's responsibility to develop the capacity for continuous learning in order to improve the potential for student learning. Developing the capacity for continuous learning for staff and Governors is the key to improving the potential for pupil learning. We believe that CPD will:

- Enable the staff, as lifelong learners, to be powerful role models for students and their parents/carers;
- Be an integral part of our wider professional review processes. It requires staff to take responsibility for their own professional development, by identifying the methods, skills, knowledge and attributes they need to develop their performance;
- Provide a range of coherent, effective, sustained and relevant opportunities to meet those needs and to fulfil a duty to develop the work of the school;
- Enable our school to sustain improvement, develop our autonomy and become an effective self-evaluating organisation.

Aims

- Focus on the contribution of staff to student progress
- To ensure staff development policy facilitates school improvement by supporting School Development Policy priorities;
- To identify and prioritise CPD which is included in departmental plans which feed into the School Development Plan;
- To monitor and quality assure the CPD provision to ensure that priorities are being addressed through high quality CPD;
- To ensure that staff are provided with opportunities for professional and personal development which is underpinned by current standards frameworks;
- To equip staff to be able to respond to curriculum and institutional change;
- To balance the needs of the school, teams within the school and individual staff and to provide members of staff with the skills to prepare themselves for increased responsibility and career advancement
- To ensure that staff are recognised as the school's most important resource;
- To encourage the development of confident professional judgement and staff sense of ownership and control over their work;
- To promote job satisfaction, personal achievement, individual and team effort.

It is now accepted that CPD should be part of an annual cycle, which links together:

- CPD and on-going development;
- Professional review/appraisal processes;
- School self-evaluation;
- The school improvement plan, and;

- Professional and occupational standards relating to the whole school workforce

Planning for CPD and Finance

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance:

- School development plan priorities;
- Faculty and subject priorities;
- National initiatives, priorities and standards frameworks;
- Individual professional development needs;
- On-going school needs.

CPD opportunities will be rated more highly when they:

- Meet identified individual and school development priorities;
- Are based on good practice – in development activity and in teaching and learning;
- Help raise standards of pupils' achievements;
- Respect cultural diversity;
- Are provided by those with the necessary experience, expertise and skills;
- Are planned systematically and follow the agreed school programme except when dealing with emerging issues;
- Are based, where appropriate, on relevant standards;
- Are based on current research and inspection evidence;
- Make effective use of resources;
- Provide value for money.

Roles and Responsibilities

The role of the CPD Leader will:

- Devise, implement the schools CPD programme, communicating this effectively to staff;
- Establish clear monitoring systems to record the impact of our CPD;
- Collate and monitor our CPD activity , reporting key points to staff and governors as appropriate;
- Produce an annual schedule of CPD, including planning training days;
- Ensure that the CPD provision is varied, is fit for purpose and conforms to best value principles;
- Organise and collate the dissemination of good and successful practice in ways that effectively lead to improvements in practice;
- Audit the school's strengths and weaknesses and identify the priority needs;

- Liaise with and advise the Headteacher and Governing Body on the needs and appropriate ways to access the provision and the likely budgetary implications of addressing these needs;
- Provide induction and training for staff in effective professional development;
- Provide appropriate records at individual and whole school level and to evaluate the take up and effect of the provision;
- Report to the Headteacher and Governing Body on all aspects of CPD provision including an annual report on its provision and impact.

The Teaching and Learning Team will:

- Provide a range of CPD support and opportunities including coaching, Learning Walks, workshops, etc;
- Provide support and leadership for staff coaches;
- Maintain the Teaching and Learning bulletin as a reference for good practice;
- Through drop-ins provide staff with feedback on their CPD strategies.

The role of the Line Manager/Reviewer

The identification of training needs is a two-way process. Staff may express professional or personal development needs through their Line Manager/Reviewer at any time and as part of their annual professional review. Individuals and team leaders have a responsibility for working together to secure appropriate development for their staff within budgetary constraints.

To support professional development **Line Managers** will:

- Work within the context of the school and team development plans and the relevant professional framework;
- Actively support staff development;
- Take account of professional and personal aspirations;
- Consider the team's likely needs when making their annual budget request;
- Consider the range of needs and priorities across the team when allocating access to training;
- Be fair, honest and have regard to the school's commitment to equal opportunities;
- Take into account preferences as a learner and current knowledge and experience;
- Ensure that the climate for learning minimises anxiety and encourages the freedom to experiment;
- Celebrate success and value effort;
- Carry out appraisal in line with the school Performance Management Policy;
- Ensure that the Professional Review review outcomes inform an effective Continuing Professional Development Plan;
- Report to the Headteacher who will annually detail CPD needs to the governing body.

Staff will:

- Agree and contribute to school priorities;
- See themselves as learners;
- Actively plan for their own career development;
- Be open and willing to engage with constructive advice;
- Keep evidence of the planning and outcomes of CPD activities on their Learning Log;
- Be willing to contemplate change and take risks;
- Apply for training using the appropriate form and process as identified in the Staff Travel and Subsistence Policy;
- Actively engage with cross school activities which may include coaching and mentoring and other forms of professional collaboration.

Supporting a range of CPD activities

The school will support a wide portfolio of responsive and personalised CPD approaches. This is 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 may include:

- Training to be a Teaching & Learning coach. Completing our Coach Education programme.
- Attendance at a course or conference
- In-school training using the expertise available within the school e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise;
- School-based work through accessing an external consultant/adviser or relevant expert;
- School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances;
- Shadowing opportunities to observe experienced colleagues in another setting;
- Research opportunities;
- 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-ordinate or support a learning forum or network, become involved in local and national networks;
- Produce documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- Coaching and mentoring – receive or act 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 school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group;
- Creating an improved learning environment within the school.

Induction

- All new staff at take part in a full induction programme. This seeks to balance the specific role training required coupled with the opportunity to meet new people and be welcomed to the community. This consists of sessions which support staff with the procedures, ethos and good practice identified by the school prior to starting their new role.
- The ECT Programme is 2 years as per the Early Career Framework.
- ECT's (Early Career Teacher) are supported with a full and comprehensive induction programme which features regular mentoring and support, lesson observations and feedback, and access to the school in-house programme as well as external provision where appropriate. This is co-ordinated by the school Professional Tutor.
- M3-4 staff who have completed their ECT Programme are supported by the Advanced Training Programme which involves regular mentor meetings and a bespoke package of research and Teaching & Learning support.
- For individuals promoted internally or changing posts, support will be offered between the appointed person and their Line Manager.
- For classroom support staff appointed, there is an induction programme carried out by the SENCO. This will familiarise the appointed person with school timetables, routines, expectations, procedures and policies;
- Midday supervisory staff are interviewed by the Business Development Manager and inducted into their post.
- Support staff are given an induction programme by their Line Manager with responsibility for the appointed person's area. This will enable such staff to become accustomed to all the routines, their responsibilities, policies and procedures, as well as the use of available equipment.
- New Governors are offered new Governor training and opportunities to become familiar with the school procedures and protocols. LA training and in school Governors inset training is provided.

Evaluating CPD and Disseminating Good Practice

All staff are responsible for evaluating and disseminating (where appropriate) CPD. It is the responsibility of the AHT for CPD to co-ordinate this evaluation and provide a framework for rigorous quality assurance, ensuring that CPD is of the highest quality and meets school and individual need.

The longer term effectiveness and impact of CPD is evaluated through lesson observations, coach and professional reflection sessions. Professional Reviews and our school monitoring procedures, including Health Checks. These in turn feed into the school SDP and SEFs.

The success of the Staff Development Policy and Plan will be assessed each school year and reported to Governors by:

- Reviewing the achievement of the school's School Development Plan goals and objectives;
- Reviewing the professional development targets of individual teachers through Professional reviews;
- Reviewing the statistical analysis of staff professional development participation;
- Reviewing the staff survey;

- Discussing all aspects of CPD with the Staff CPD/ Professional Review Committee
- Examining the impact professional development has on teaching and learning; recruitment, retention and career progression/promotable staff.

All these measures will assist in determining the effectiveness of professional development in moving both the school and individual teachers toward achieving their goals.

The annual report to Governors will also reflect:

- Pupil and school attainment/aspiration;
- Standards of teaching and learning;
- Increased pupil understanding and enthusiasm;
- Increased staff confidence;
- Increased evidence of reflective practice;
- Recruitment, retention and career progression.

The CPD Leader will ensure that core messages from CPD are shared as appropriate through Showbie Groups Bulletin "Teaching and Learning", training day presentations, Good Practice briefings and staff meetings