

Whole School CPD Plan

Key priorities are based on:

- Self-Evaluation
- Whole school, department and subject priorities
- Outcomes of performance management
- Outcomes of SLT consultation
- Recommendations from Subject Directors
- Recommendations from Ofsted

Objectives:

- To develop a curriculum which meets the varied needs of the students
- To develop an understanding of how assessment and target data is used to improve performance
- To eliminate inadequate and satisfactory teaching
- To raise attainment and improve progress in KS3 + KS4
- To improve attitudes to learning
- To develop the effectiveness of leadership and management at all levels
- To promote community cohesion in school and beyond

CPD Policy

Aims

As a school we aim to

- Foster a positive climate for continuous learning where all teaching and support staff are involved in a continuous process of development and enrichment;
- Provide a coherent and progressive opportunity for all staff to develop professionally and personally in order to raise standards and morale;
- Ensure these opportunities have a positive impact on student achievement;
- Recognise and value the contribution that all staff make, regardless of their length of service or position in the school;
- Promote good learning in both formal and informal contexts;
- Promote a culture where learners seize all opportunities available to develop their skills and knowledge.
- Ensure that school and personal developmental priorities are addressed effectively

Responsibilities

Subject teacher: To participate fully in the CPD activities outlined in the annual school and faculty/department CPD plans.

To participate fully in discussions regarding their individual CPD as highlighted in performance management discussions.

Head of faculty/subject: To monitor and evaluate the quality of CPD within their department and to offer support and direction.

To produce an annual CPD plan as part of the DDP

To participate fully in the CPD activities outlined in the annual school and department CPD plans.

To participate fully in discussions regarding their individual CPD as highlighted in performance management discussions.

Senior Leadership Team:

To monitor and evaluate the quality of CPD across the whole school, to support other leaders in identifying CPD opportunities.

To collaborate with the CPD leader in order to produce the annual school and departmental CPD plans.

To review and update this and relevant policies as part of the self evaluation process.

CPD Leader:

To oversee the implementation of this policy

To assess the value for money aspect of CPD through monitoring and evaluation activities

To ensure that CPD systems and procedures reflect current research findings

To co-ordinate an annual school CPD plan. This plan will draw together requests for CPD raised through the Performance Management system and those raised by the school development plan and the likely budgetary implications of addressing these needs.

PRINCIPLES, VALUES AND ENTITLEMENTS:

1. The School believes in the DCSF philosophy that “effective teachers should take ownership and give a high priority to professional development”. 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 assists recruitment and retention.
2. All staff, teaching, support staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the School community will have opportunities through performance management, to discuss their professional development needs.
3. The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures build capacity for continuous improvement.

4. CPD planning will be linked and integrated with the Academy Improvement plan and be based on a range of information:
 - the needs of the school as identified through its self-evaluation;
 - issues identified through other monitoring, e.g. OFSTED, other quality standards;
 - National and local priorities
 - Performance Management;
 - Feedback from staff and others including governors, pupils and parents.
5. The school will have effective measures in place to audit the professional and personal needs of staff and link to the school's self-evaluation and performance management system.
6. The school's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfES Professional Standards and competency descriptions for Teaching Assistants, HLTAs, NOS for support staff.
7. Quality assurance mechanisms will ensure that the schools accesses provision of a consistently high standard.
8. The school will support the accreditation of the professional development of staff.
9. The school will disseminate good and successful CPD practice that supports and improves teaching and learning.
10. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.

Leadership and management of CPD

1. The School will have a named CPD Co-ordinator. The CPD Co-ordinator will receive training as appropriate in order to fulfil this role effectively and attend useful providers sessions.
2. The CPD Co-ordinator shall be responsible for identifying the School's CPD needs and those of the staff working within it in collaboration with other leaders at all levels. This will result in the annual production of a CPD Plan which reflects whole school priorities. Each Curriculum Leader will support this as part of their DDP. Plans will undergo termly review.
3. The CPD Co-ordinator will be responsible annually for discussing with the Head the main CPD priorities and the likely budgetary implications of addressing these needs.
4. CPD issues will be addressed at governing body meetings and be included as part of the Head's report.
5. There should be robust, transparent arrangements for accessing CPD that are known to all staff.

