



POLICY FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Principles, Values and Entitlements

John Whitgiff Academy is committed to fostering a positive ethos of continuous learning and believes that all staff should be involved in a continuing process of self-improvement and personal development.

This development takes place at a number of levels: individual, team, whole academy and through wider networks, therefore:

- all those involved in the Academy community shall have an entitlement to equality of access to high-quality induction and continuing professional development
- The Academy will have effective measures in place to audit the professional and personal needs of staff, linked to the Performance Management system
- all foci of CPD will be on improving standards to meet and exceed national expectations
- CPD planning will be integrated within Raising Attainment Plans and will be based upon priorities identified initially through self-evaluation

All forms of CPD will be based on the following principles:

- Staff are expected to develop their knowledge, skills, understanding and attitudes to enhance their professional work, based upon self-reflection and participation in CPD
- Staff will have regular opportunities to discuss their development needs and professional aspirations with appropriate staff

The Academy will use a range of providers/types of provision and endeavour to source the provision of CPD according to best value. Quality Assurance mechanisms will ensure that the Academy accesses provision of a consistently high standard.

Planning for CPD

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

- to meet identified individual, academy or national development priorities
- to be based upon good/outstanding practice – in development activity and in teaching and learning
- to help raise standards of student achievement
- to respect cultural diversity
- to be provided by those with the necessary experience, expertise and skills

- to be planned systematically and follow the agreed programme except when dealing with emerging issues
- to be based upon current national issues and inspection evidence
- to make effective use of resources
- to include effective monitoring and evaluation systems, including seeking out and acting on staff feedback to inform the quality of provision.

Self-Evaluation

Annually, all staff will complete an audit of their current skills, knowledge and effectiveness based upon all aspects of QA, including performance data and outcomes and will identify any areas of development. Audits will be Quality Assured by SLLs and will inform CPD planning for the academic year.

Personalising CPD

During the course of the academic year 2014-2015, all staff will complete **a minimum of 18 hours** of CPD 'activity'. These 18 hours will include:

- 6 x 1 hour calendared subject specific CPD sessions (1 per half term), the content of which will be determined by the Subject Lead Learner (SLL), agreed in advance by the Line Manager, and will focus upon identified areas for team/subject development, taken from subject SEFs/Raising Attainment Plans may be led by external speakers/SPTA Core Team and will be Quality Assured by the Principal. It is the responsibility of the SLL to plan for (although not necessarily deliver) these sessions
- 6 x 1 hour calendared academy wide CPD sessions, which will focus upon areas identified within The Academy SEF/Raising Attainment Plans – all staff are expected to attend these sessions
- 6 x 1 hour calendared 'opt in' sessions, which will focus upon generic CPD issues related to improving teaching and learning. However, not all staff will be expected to attend all 'opt in' sessions. Attendance will depend upon identified need and in some cases, personal choice.

For Learning Support Assistants (LSAs) and Heads of Year (HOY), the following will apply:

- LSAs and will attend subject specific CPD sessions (for their designated curriculum area)
- LSAs and HOY will attend all academy wide CPD sessions
- The remainder of the LSA/HOY CPD programme will be personalised according to individual/team need and will be delivered by appropriate identified internal or external staff. It is the responsibility of the Assistant Principal for Inclusion to plan for (although not necessarily deliver) these sessions.

Bankable CPD activities

In order that all staff fulfils the required minimum of 18 hours of CPD activity, the following activities may be banked and must be evidenced on Bluesky:

- The planning and delivery of a calendared CPD session within JWA or the SPTA
- Observing other staff for professional development purposes, with a specific identified focus and agreed by the Assistant Principal for Teaching and Learning, during PPA sessions
- Coaching and Mentoring which takes place after The Academy day or during PPA sessions
- Follow on work from an external course (ie. NPQML), to be agreed by the Assistant Principal for Teaching and Learning and subsequently evidenced on Bluesky
- Attendance at an external course outside of the Academy day, at the weekend or during a holiday
- Attendance at an additional internal meeting where training is taking place (ie. SLL for aspiring Middle Leaders), subject to agreement by the SLT
- A personalised one-to-one session taking place during PPA sessions or at the end of The Academy day (not to include any staff on Support and Challenge programmes)

Please note:

- Staff under teaching allocation may be allocated CPD periods on their timetable (ie. Coaching and Mentoring periods), but these do not count towards the minimum 18 hours
- Staff will track and record all CPD sessions using Bluesky: this will be monitored by the SLL or appropriate Line manager and Quality Assured by the Assistant Principal for Teaching and Learning

Leadership and Management of CPD

The Academy will have a named CPD Co-ordinator who will:

- hold responsibility for the leadership and management of CPD
- have access to appropriate support and training in order to fulfil their role effectively
- be responsible for monitoring the CPD needs of The Academy and its staff

The CPD leader's main responsibilities will be to:

- Keep up to date with CPD developments, both locally and nationally
- Promote CPD as a central element of performance management and academy improvement
- Provide details, via Bluesky on the range of CPD opportunities and disseminate information to the appropriate staff
- Quality assure providers

- Identify The Academy's CPD needs through mechanisms such as: academy self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams
- Discuss with the Principal and EAB the main CPD priorities and the budgetary implications
- Report to the EAB on the provision and impact of CPD

Supporting a range of CPD activities:

The Academy may also support a wider portfolio of additional CPD approaches in an effort to maximise the impact on teaching and learning within The Academy. These CPD approaches may include:

- in-academy training using the expertise available within the academy, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise
- academy-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher
- academy visit to observe or participate in good and successful practice, e.g. visit to an academy or subject area with similar circumstances, a training academy
- secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, academy, higher education, industry, international exchange, involvement with EAB
- shadowing opportunities to observe experienced colleagues in another setting
- opportunities to participate in award bearing work from higher education or other providers
- 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
- job enrichment/enlargement, e.g. a higher level of responsibility; front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme
- informal coaching and mentoring – receiving or acting 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 academy-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in Academy Improvement Partnership Network, Network Learning Community
- creating an improved learning environment within the academy
- attendance at an external course or conference

Assessing the impact of CPD:

Annually, the CPD leader shall conclude his/her report to the EAB with an assessment on the benefits of CPD undertaken and planned, especially as it relates to:

- student and academy attainment
- improved teaching and learning
- increased student understanding and engagement in learning
- improved staff performance
- recruitment, retention and career progression

Policy Review

This policy will be reviewed annually, in June 2015, by all staff and changes will be made to ensure that this policy reflects best practice and is up to date.

23.06.14/CG