

Policy Title:	CPD Policy	
Version:	2	
Date of Issue:	Spring Term 2022	
Date of Review:	Spring Term 2024	
Author & Role	K Clegg – Deputy Headteacher	
Ratified by:	Governors Policy Committee	
Responsible signatory:	Chair A Blundell	Vice Chair W Blundell
Date:	April 2022	
Amendments / Comments	unchanged	
Outcome:	<p>This Policy:</p> <p>This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff, and for supporting their personal and professional development within the context of the school's priorities; and is designed to help them understand their roles and responsibilities.</p>	
Cross Reference:	Appraisal Policy Teaching & Learning Policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Aims

1. To involve all staff in a continuing process of school improvement.
2. To foster a positive ethos of continuous learning.
3. To motivate and develop the school staff community.
4. To improve standards, raise morale and assists with succession planning.
5. To provide equality of access to high-quality induction and continuing development.
6. To audit the professional and personal needs of staff and link to the appraisal system.
7. To improve standards and the quality of teaching and learning.
8. To disseminate good practice that supports and improves teaching and learning.
9. To provide training that underpins the School Development Plan and is based on priorities identified through self-evaluation.
10. To source the provision of CPD according to the best value.
11. To seek professional recognition, including accreditation of the CPD undertaken.

Leadership and Management of CPD

1. The school will have a named CPD leader, who will have responsibility for the leadership and management of CPD.
2. The CPD leader will have access to appropriate support and training in order to fulfil their role effectively.
3. The CPD leader will be responsible for collating the CPD needs of the school and the staff.
4. The CPD leader's main responsibilities will be to:
 - Keep up to date with CPD developments locally and nationally;

- Promote CPD as a central element of appraisal and school improvement;
- Provide details on the range of CPD opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all;
- Quality assure providers;
- Identify the school's CPD needs through mechanisms such as: school self-evaluation, analysis of appraisal targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams;
- Discuss with the headteacher and governing body the main CPD priorities and the budgetary implications;
- Report to the governing body on the provision and impact of CPD;
- Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training;
- Regularly update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement.

Planning for CPD

The 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. CPD opportunities will be rated more highly when they:

- meet identified school development priorities;
- meet identified individual appraisal priorities;
- develop good practice in teaching and learning;
- help raise standards of pupils' achievements;
- are provided by those with the necessary experience, expertise and skills in SEN;
- respect cultural diversity;
- make effective use of resources;
- provide value for money;

Supporting a range of CPD activities:

A wide range of CPD approaches is supported to maximise the impact on teaching and learning within the school. These CPD approaches may include:

- attendance at a course or conference;
- in-school training using the expertise available within the school, e.g. Team Teach, MIDAS, Signalong and sharing existing good practise;

- school-based training accessing an external consultant such as Sounds Write, SCERTS and First Aid
- visits to other similar settings to observe or participate in good practice;
- shadowing opportunities to observe experienced colleagues;
- opportunities to participate in award bearing work from Universities or other providers such as the National College for School Leadership;
- distance learning, e.g. ALERT programme;
- job enrichment/enlargement, e.g. a higher level of responsibility; acting roles, shadowing;
- coaching and mentoring – receiving or acting in these roles;
- partnerships, e.g. moderation/standardisation, special schools networks;

Assessing the impact of CPD:

The CPD leader shall monitor the benefits of CPD undertaken (and planned), especially if it relates to:

- raising pupil attainment;
- improved teaching and learning;
- increased pupil enthusiasm;
- increased staff confidence;
- increased evidence of reflective practice;
- retention and career progression of staff.