



Inspire Academy

Continuing Professional Development (CPD) Policy

LAST REVIEW DATE	12/03/2026	REVIEW PERIOD	1 year
NEXT REVIEW DATE	12/03/2026	TYPE OF POLICY	Statutory

DATE OF RATIFICATION:	12/03/2026
SIGNATURE	
PRINT NAME	Justin Stuart - Chair of Trust

Principles

We believe that effective CPD contributes significantly to school improvement. Investing in staff has a positive impact on motivation, effectiveness, and the overall climate for learning, benefiting both staff and students.

We believe CPD is most effective when it is:

- Owned by staff – Staff should be encouraged to reflect on their practice and identify areas where they wish to develop their expertise. When given space and structure to set appraisal priorities, staff make sound judgements and commit to them.
- Relevant to context – Development must apply to day-to-day practice so staff can reflect, experiment, and identify strategies that work.
- Built on existing expertise – Development should begin with recognising what staff already know and can do, increasing the likelihood of success.
- Collaborative and supported internally – Powerful learning occurs through discussion, debate and reflection.
- Sustained – The greatest impact on practice comes from development that takes place over a series of events.
- Informed by external expertise – This may include books, journals, courses, mentors, coaches from Inspire Academy or the inclusive campus, visiting professionals, webinars, online networks or virtual training.
- Effective CPD should lead to the following impacts:

Improves student learning

- Students engaged in dynamic learning with skilled staff are more likely to achieve.
- Staff who develop skills and confidence can support a wider range of student needs.

Improves teaching

- Develops and sustains skills enabling staff to work effectively.
- Updates knowledge and promotes best practice.
- Expands the repertoire of classroom strategies.
- Enhances and strengthens existing practice.
- Develops specialist expertise, improving teaching quality.

Supports staff appropriately

- Helps recruit and retain staff.
- Promotes personal and career development and supports informed decision-making.
- Informs appropriate staff deployment.

Promotes a positive ethos and learning culture

- Reinforces high expectations.
- Encourages discussion, dialogue, trialling and reflection.
- Builds internal capacity, creating excellence in learning across the school.

Improves leadership

- Develops individuals' strengths.
- Broadens capacity to lead whole-school initiatives.
- Prepares staff for new roles.
- Builds understanding of national, local and school contexts, contributing to cohesion in students' learning.



Contributes to school improvement and transformation

- Engages staff as learners in collaborative enquiry.
- Encourages sharing of expertise across the school.
- Promotes collective responsibility for student and staff achievement.
- Values every individual.

Values and Entitlements

All staff should take ownership of, and give priority to, their professional development. Every member of staff contributes to the school's success and has a right to access CPD.

All staff are entitled to equality of access to high-quality induction and ongoing professional development. Through performance management and other processes, staff will have opportunities to discuss and request support for their professional development.

CPD must focus on improving standards and the quality of teaching and learning, as agreed through performance management targets.

Individual staff development needs will also be considered. The ultimate aim is to improve individual and team practice by creating learning communities characterised by supportive and collaborative cultures that promote continuous self-improvement.

CPD planning will link to the School Improvement Plan and be based on:

- School priorities identified in the School Improvement Plan
- Findings from OFSTED and Challenge Partner Quality Audit Reviews
- Outcomes from performance management planning meetings
- Individual student needs (e.g., physical, communication, behaviour, manual handling)
- Curriculum development
- Health and safety requirements
- National and local priorities (e.g., curriculum strategies, safeguarding)
- Qualifications and accreditation pathways
- CPD requests made outside performance management
- Feedback from staff, governors, students and parents
- Resource opportunities (e.g., professional memberships, books, journals)

The school will allocate an annual CPD budget and ensure funds are used to secure best value.

Performance Management

- Staff are encouraged to take ownership of their professional development within the context of improving school standards.
- The CPD programme will be informed by needs identified through performance management objectives.
- Both teaching and support staff will have clear performance management procedures and a named line manager.

At each performance management review, the impact of CPD on performance will be evaluated and recorded.

- The Local Advisory Board will ensure, as far as possible, that appropriate resources for CPD are included in the school budget.



- The headteacher will report annually to the Local Advisory Board on CPD needs, including any unmet CPD requests.
- Where there are competing claims on the CPD budget, whole-school priorities will take precedence; however, the aim is to meet all reasonable staff requests.

Leadership and Management of CPD

The Assistant Head for Curriculum, Teaching and Learning is the school's CPD lead. They will receive appropriate training and attend relevant provider sessions.

Clear, transparent arrangements for accessing CPD will be communicated to all staff and reviewed regularly to ensure fair and non-discriminatory practice.

Training may include in-house provision, peer support, or external courses recommended through performance management. Whole-staff and group training will also take place regularly.

The school will evaluate the impact of CPD on teaching, learning, and student progress using monitoring, observations, data analysis and performance management outcomes.

Supporting CPD Initiatives

The school offers a wide range of CPD approaches to meet staff interests, career development needs and preferred learning styles. These include:

- Courses, conferences, online learning and virtual platforms
- In-school training using internal expertise (e.g., behaviour, good practice sharing, manual handling)
- School-based work with external consultants or specialists
- Peer coaching
- Professional networks with other special schools, including visits and shared practice

Links with Other Trust Schools

- Opportunities to develop subject expertise
- Accredited learning options
- Distance learning opportunities
- Practical experience through involvement in training programmes and professional networks
- Producing teaching materials, assessment tools or resources
- Delivering CPD to external agencies as part of outreach
- Partnerships through joint planning, research, observation or project groups
- International collaboration with special schools worldwide
- Creating an improved learning environment within the school

Monitoring and Evaluation

Staff are expected to complete an *Evaluation of Course* form following any external training. This ensures clear feedback for colleagues and identifies whether the training would be beneficial for others.

Evaluation outcomes inform the next cycle of CPD planning.

The CPD leader is responsible for monitoring CPD to ensure it remains central to school improvement.

