St Mary's Catholic High School, Leyland

Continuing Professional Development (CPD) and Training Policy

Created: July 2019   Reviewed: March 2022   Review by: Spring 2024

Statement of Intent

St Mary's Catholic High School is committed to the learning and development of its entire staff. It actively supports and promotes all relevant learning and development recognising that the institution can only function effectively if adequate development support is made available to both teaching and non-teaching staff at all levels.

The purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching and learning.
2. To enable staff to meet their individual objectives as set out in their performance management review.
3. To facilitate the CPD of all staff.
4. To involve all staff in moving the school towards the objectives stated in the school improvement plan (SIP).
5. To provide a systematic approach to development for all staff.
6. To provide support and advice for staff.
7. To ensure all teaching staff are able to meet the teachers' standards.

1. Key roles and responsibilities

1.1. The Governing Body has overall responsibility for the implementation of the Continuing Professional Development (CPD) and Training Policy of St Mary's Catholic High School.

1.2. The Governing Body has overall responsibility for ensuring that the Continuing Professional Development (CPD) and Training Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

1.4. The Headteacher will be responsible for the day-to-day implementation and management of the Continuing Professional Development (CPD) and Training Policy of St Mary's Catholic High School.

1.5. The CPD coordinator is responsible for overseeing the administration of CPD and training at a strategic level and for liaising with the Governing Body and Headteacher to report on the provision and impact of CPD.

1.6. Administration staff are responsible for administrating training and CPD and for booking training sessions.

1.7. Line Managers are responsible for identifying training needs among their staff members via performance management and observations.

1.8. Curriculum Leaders are responsible for identifying training needs across their departments via departmental meetings.

1.9. Members of staff are responsible for identifying their own training needs in response to their own practice.

1.10. Members of staff are responsible for evaluating the CPD they undertake.

2. Identifying Needs

2.1. **Individual** - these should be identified as part of the performance management process, and by the individual member of staff in response to their own practice. When the individual's work objectives have been agreed they should, with their line manager, then consider their own development needs to enable them to meet those

work objectives. At the same time, individuals should consider their longer-term career aspirations and identify the development needs arising from these.

2.2. **Department** – these should be identified by Curriculum Leaders during departmental meetings and reported to The CPD coordinator.

2.3. **Organisational** - these may arise as the result of new legislation and policies, or as part of the wider school improvement plan (SEF). They should be considered by the Governing Body in liaison with The CPD coordinator and be factored in to long term strategic planning (LTSP).

2.4. Development needs should be reviewed formally at least twice a year during the appraisal process.

3. Provision of CPD and training

3.1. At St Mary's Catholic High School CPD provision will allow staff to develop skills and competencies progressively with reference to Teachers' Standards, NCSL's Leadership Programmes, and competency descriptions for Teaching Assistants, High Level Teaching Assistants, School Business Managers etc.

3.2. The school will support accreditation of the professional development of staff.

3.3. Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.

3.4. To ensure that there are effective links to school improvement and self-evaluation and to ensure that CPD maintains a high profile, The CPD coordinator holds a senior responsibility within the school

3.5. We are proud of the quality of teaching and learning at our school. We are committed to disseminating good and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.

3.6. 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.

4. Training costs

4.1. All funds are allocated on an equitable basis where possible.

4.2.   Individuals are also encouraged to apply for Training Bursaries when applicable, to help fund private further education. The school also encourages individuals to carry out Action Research Projects (ARP).

4.3.   The school does not tend to fund master degree modules.

5. Repayment of training costs

5.1.   If a member of staff resigns during training for which St Mary's Catholic High School is paying or within one term of the date of completion of training for which the school is paying, they will be required to repay the full cost of the training.

5.2.   Following this period, the school operates a sliding repayment scale, so that the amount that the employee is required to repay is reduced by one twelfth at monthly intervals. Once the employee has completed one year's service from the date of the end of the training, they will not be required to repay any of the costs of the training should they resign.

5.3.   The school reserves the right, on the employee's resignation, to require them to repay the employer for training costs that they owe from their final salary payment.

6. Leadership and management of CPD

6.1.   The CPD coordinator will receive training to ensure that they are able to fulfil the role effectively.

6.2.   The CPD coordinator will discuss with the Headteacher, SLT and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.

6.3.   CPD issues will be addressed at Governing Body meetings and be included as part of the Headteacher's report. The CPD coordinator shall attend Governing Body meetings as appropriate, including the annual presentation of a report on the provision and impact of CPD.

6.4.   There should be robust, transparent arrangements for accessing CPD that are known to all staff.

6.5.   There will be arrangements for annual discussions between staff and a Senior Member of Staff (the Headteacher, Deputy Headteacher, Assistant Headteacher or

the CPD Coordinator) to discuss the following within the context of school priorities:

- Needs and aspirations.
- Methods of accessing CPD provision including appropriate funding.
- Accreditation opportunities.
- Ways of disseminating the training.
- This will be combined with the performance management process.

7. Planning for effective CPD

7.1.   CPD will be planned to balance use of resources with the aspirations and interests of staff. CPD opportunities should meet the following criteria:

- Meet identified individual, school or national 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 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, particularly ICT.
- Are provided in accommodation which is fit for purpose with appropriate equipment.
- Provide value for money.
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

8. Types of CPD activity

8.1.   Attendance at a course or conference.

8.2.   In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise.

8.3.   School-based work through accessing an external consultant/adviser or a relevant expert such as an advanced skills or lead teacher, model and demonstration lessons.

8.4.   School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school.

8.5.   Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with Governing Body.

8.6.   Opportunities to participate in award bearing work from higher education or other providers.

8.7.   Research opportunities, e.g. a best practice research scholarship.

8.8.   Distance learning, e.g. relevant resources, training videos, reflection, simulation.

8.9.   Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks.

8.10.   Job enrichment/enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing.

8.11.   Producing documentation or resources such as a personal development plan, teaching materials, assessment package, computing or video programme.

8.12.   Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity.

8.13.   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, involvement in networks or partnerships.

8.14.   Creating an improved learning environment within the school.

9. Evaluation of CPD activities

9.1.   In order to ensure that training activities undertaken are efficacious to staff and pupils, CPD activities will be evaluated on an individual, departmental and whole school basis.

9.2.   Evaluations will measure the following:

- Pupil and school attainment.

- Improved teaching and learning.
- Increased pupil understanding and enthusiasm.
- Increased staff confidence.
- Increased evidence of reflective practice.
- Recruitment, retention and career progression/promotable staff.

9.3.   Evaluations will take place with the following frequency:

- Staff members will evaluate individual CPD and training activities as they undertake them. They are encouraged to maintain an appropriate professional development portfolio and complete a short on-line questionnaire for The CPD coordinator, Headteacher and Governing Body.
- Staff members are responsible for disseminating relevant professional development to the school community.
- Curriculum Leaders will evaluate departmental CPD and training activities as relevant but at least once per term.
- The CPD coordinator will evaluate whole school CPD and training yearly.