

# CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY

SPRING 2017



*Our Best Preparation for Tomorrow  
Is Doing Our Best Today*

**Westbrook Old Hall**  
PRIMARY SCHOOL

## SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because our children matter, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because our children's achievement matters, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because our children's future matters, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

### Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

## **SCHOOL AIMS**

Our children matter, as does their achievement and so too does their future.

### **Because our children matter, we will work to:**

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding - taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

### **Because our children's achievement matters, we will work to:**

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

### **Because our children's futures matter, we will work to:**

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focused attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

## **EQUALITY STATEMENT**

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, sexual orientation and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

## **BRITISH VALUES**

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

**Linked to: SDP, CPD plan**

### **Principles, Values and Entitlements:**

1. This school is a "learning community" and is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the school is able to deliver whole school, team and individual development priorities.
2. The school has an expectation that all members of the learning community will take an active role in their own professional development.
3. The school believes that all members of staff have a responsibility to support the professional development of colleagues.
4. Professional development will be co-ordinated by a CPD Leader with an appropriate job description and who will be a member of the school leadership team. The CPD Leader will be appropriately trained and will be provided with annual opportunities to network with schools and training providers.
5. All members of the school learning community will have an entitlement for access to high quality induction and continuing support and development.
6. The key elements of the CPD policy comprises:
  - effective auditing and identification of need and aspiration
  - appropriate match of provision to learning needs
  - reliable and explicit evaluation of the impact of provision
  - dissemination of effective practice.
7. The school will aspire to obtain appropriate quality standards from organisations that support the principals of effective professional development in, e.g. Investors in People, Charter Mark, Basic Skills Quality Mark, in order to validate and challenge its approach to learning and development.
8. The school will use a range of types of provision and providers adopting "Best Value" principles in determining these. The school is committed to working with all training providers to develop and improve the services they provide through collaborative planning and detailed feedback.
9. The school's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier, particularly across the key areas identified in the appropriate standards frameworks.
10. The school will provide and support opportunities for professional recognition including accreditation of the CPD undertaken.

### **Auditing and identification of need and aspiration:**

1. The CPD Leader will be responsible for identifying the training and development needs of the school community. These needs will be identified through mechanisms such as performance management/appraisal, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD plan which forms part of the School Improvement Plan.
2. The CPD Leader will be responsible annually for discussing with the Head teacher and Governing Body the main training and development priorities and the budgetary implications of addressing these needs.
3. Training and development issues will be addressed at Governing Body meetings and be included as part of the Head teacher's annual report. The CPD Leader will attend appropriate Governing Body meetings and report annually on the provision and impact of training and development.
4. The CPD Leader will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.

5. The CPD Leader will be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community as appropriate:

- Newly Qualified Teachers
- Staff new to the school or role
- Teachers in their early years
- Teachers with 5 years+ experience (including those beyond the threshold and those in the later stages of their career)
- Teachers specialising in teaching particular groups of pupils
- Excellent Teachers, Leading practitioners, Fast Track and Lead Teachers
- Middle managers/Curriculum Leaders (Emergent Leaders)
- Senior managers in their early years
- More experienced senior managers
- The Head teacher
- Governors
- Senior support staff including Bursars, Business Managers, ICT Systems Managers, Higher Level Teaching Assistants and Premises Managers
- Teaching assistants and nursery nurses, bilingual support, language assistants and learning mentors
- Secretarial and administrative staff including librarians, catering staff
- Instructors, performers and technicians including science, DT and ICT
- Parents and carers as appropriate.
- Regular supply staff and those seeking to return to the profession
- Trainee Teachers
- Pupils where provision extends beyond the school

6. The school will have systems and opportunities for teams and the whole school to feed to the CPD Leader details of priorities and approaches to development.

7. The CPD Leader will be responsible for ensuring the effective organisation of access to opportunities, eg booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

### **Match of provision to learning needs**

1. The professional development opportunities available will only be offered if they:

- meet identified individual, team, school or national development priorities
- are based on recognised effective practice
- contribute to raising the standards of pupils' achievements
- respect cultural diversity
- are provided by those with the necessary experience, expertise and skills
- are planned systematically
- are based, where appropriate, on relevant standards
- are informed by current research or 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.
- provide opportunity to measure impact

2. The school will support a wide portfolio of CPD approaches matched to the need of learners. These will include:

- in-school training using the expertise available within the school and collaborative activity (e.g. collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling)

- coaching and mentoring and engaging in a learning conversations
  - job enrichment/enlargement (e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings)
  - producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
  - accessing an external consultant/adviser or relevant expert such as an Advanced Skills Teacher or Lead Teacher
  - master classes, model and demonstration lessons
  - role play, simulations
  - collecting and collating pupil feedback, data and outcomes
  - attendance at a lecture, course or conference
  - school visits to observe or participate in successful practice
  - secondments, exchanges and placements (e.g. within a regional or national organisation, an exchange or placement with another teacher, school, higher education, industry, international exchange, involvement with Governing Body)
  - International professional development
  - postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, NCSL programmes
  - research opportunities
  - distance learning (e.g. e learning, relevant resources such as educational journals and publications, training videos, reflection, simulations)
  - practical experience (e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association), external 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 a formal or informal partnership such as a Network Learning Community)
3. All those engaged with CPD will be encouraged to:
- reflect on their development
  - seek professional recognition, including accreditation for the work undertaken. The CPD Leader will provide access directly or organise guidance to staff on how such recognition can be achieved.

### **Evaluating Impact and Disseminating Effective Practice:**

1. Following professional or other development, the participant will discuss with the CPD Leader or line manager the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will be responsible for organising that, e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school websites.
2. The CPD Leader will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.
3. The CPD Leader will review annually whether any aspects of the CPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations to the Head teacher and Governing Body.
4. The CPD Leader will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate impact. The CPD Leader shall be committed to ensuring that CPD systems and procedures conform to current best practice. This will be undertaken at a variety of levels including:
  - immediate/short term evaluation by participants

- longer term follow up for a sample of CPD undertaken usually at a period no less than 6 months following the provision
- Informal discussion with colleagues about improved practice

6. Measures used to determine the impact of training and development will be drawn from:

- participant evaluation
- pupil and school attainment
- the student voice
- external and internal evaluation and inspection processes
- recruitment and retention data
- the changing qualification profile of the staff

7. The CPD Leader will provide an annual report to the Governing Body on the impact of the training and development undertaken including the identification of future needs and an evaluation of the CPD Leader role.