



The Spinney Primary School

Continuing Professional Development (CPD) Policy

1 Introduction

1.1 Our school values all the people who work within it. Our aims statement talks of enabling our children to reach for the highest level of personal achievement. If we are to achieve this aim, then all staff within our school have a part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. Expenditure on the professional development of teachers and other staff is critical to and directly related to raising standards in the classroom. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

2.1 All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities, such as:

- priorities identified in our School Improvement Plan;
- appraisal as part of the National Performance Management programme (see Section 6);
- DFE guidance for newly qualified teachers;
- priorities identified in the LA's Educational Development Plan (EDP).

2.2 Our school ensures that all staff and governors have equality of opportunity, without discrimination, in seeking the highest level of personal achievement.

2.3 All staff working in our school receive a planned induction, as outlined in our staff handbook. Induction for parent helpers, students on work experience, supply staff and teachers from external agencies is supported by a guidance booklet.

2.4 All teaching staff are entitled to an annual appraisal, so that professional development needs can be identified, and negotiated targets can be supported. Similarly, support staff are entitled to an annual performance review. For those Higher Level Teaching Assistants carrying out 'specified work' (National Agreement 2003 – Remodelling) there will be a 'system of supervision' in place.

2.5 The school recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.

2.6 Newly qualified teachers (NQTs) are entitled to a specific programme of support and development, and after three terms they are assessed against national Induction Standards. They are entitled to a 90 per cent teaching load, an induction tutor, and an individualised induction programme. This programme will reflect strengths and development priorities identified toward the end of their Initial Teacher Training (ITT). The NQT and the tutor will use the Career Entry and Development Profile (CEDP) to set professional development objectives for the induction period. Reports following assessment meetings each term will be based on observations of teaching, and of progress towards meeting the Induction Standards. These reports will be submitted to the Local Education Authority.

2.7 New governors will be eligible for the National Training Programme for New Governors, provided by the Local Education Authority. We will also support our governors with training of our own, linked to our school improvement plan.

3 Racial equality

3.1 All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that our school not only promotes racial equality but also recognises cultural diversity. Induction for new staff addresses racial equality. Members of the governing body too have identified their training needs in relation to racial equality.

4 School Improvement Plan

4.1 The professional development of staff is linked to our school improvement plan. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will take account of the related professional development needs. Funding for professional development itself is allocated to the Subject Leaders budget and identified in the school budget.

5 Evaluation and dissemination

5.1 All professional development activities are monitored for their impact on school performance. Link subject governors may receive feedback from the staff member when discussing a subject, details of the professional development of staff will be in the annual report to parents.

5.2 The professional development leaders records all professional development undertaken in and out of the school. S/he prepares a termly update for the Headteacher's report to governors, which informs the governors' annual report to parents.

6 CPD programme

6.1 The CPD programme offers staff a wide range of development opportunities:

- review of job description;
- induction;
- appraisal;
- staff training days;
- joint training sessions for staff and governors;
- paired reviews of children's work;
- paired lesson observations;
- membership of working groups;

- conferences and seminars;
- coaching and mentoring from Leading or Advanced Skills Teachers (ASTs);
- membership of local and regional networks;
- membership of professional associations;
- placements and secondments;
- European exchanges.

7 Appraisal as part of performance management

7.1 Since September 2000 a new appraisal model, in the form of a performance management system, has applied to all teachers, including the Headteacher. The aim is to help teachers improve, by agreeing and reviewing priorities within the context of the school improvement plan. The outcomes of performance reviews help to set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

8 Monitoring and review

8.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

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Policy Reviewed September 2011

Policy Reviewed January 2016

Date for next review January 2018