



## Hove Park School CPD Policy

Date Ratified:	Frequency of Monitoring Report:	Frequency of Review:	Next Review Date:
16.09.13		Every two years	Autumn Term 2015
Governor Link:	Staff Link:	Committee:	
M Nichols	C Stenning	Full Governing Body	

## **Hove Park School CPD Policy**

Hove Park 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. Our central emphasis will be on improving standards and the quality of teaching and learning to Outstanding in the next two years.

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

1. The school has an expectation that all members of the learning community will take an active role in their own professional development.
2. The school believes that all members of staff have a responsibility to support the professional development of colleagues, in particular those teachers on the upper pay scale.
3. All members of the school learning community will have an entitlement for access to high quality induction and continuing support and development. Quality assurance mechanisms will ensure that the school accesses provision of a consistently high standard.
4. The school's CPD provision will allow staff to develop skills, giving them the opportunity to build on and reinforce expertise, particularly across the key areas identified in the Teacher Standards as well as developing competencies in using new technologies. (For further information go to <http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards>)
5. All members of the school community will have opportunities through Appraisal to discuss their career aspirations and personal development needs.
6. The school aspires to obtain quality standards such as Teaching School status in order to validate and challenge its approach to learning and development.
7. The school will provide and support opportunities for professional recognition including accreditation of the CPD undertaken within the constraints of the available budget and ensuring consistency and fairness of access.
8. The school will use a range of types of provision and providers adopting "best Values" principles in determining these.
9. The school will share and disseminate successful CPD practice to improve teaching and learning to Outstanding with other schools such as through the Hove Park Partnership, Schools Direct and City Wide CPD/T&L Lead meetings.
10. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.

### **The key elements of our CPD policy comprise:**

- a. Effective auditing and identification of need and aspiration
- b. Appropriate match of provision to learning needs
- c. Reliable and explicit evaluation of the impact of provision
- d. Dissemination of effective practice

## **Auditing and Identification of Need and Aspiration**

1. The CPD Co-ordinator will be responsible for identifying the training and development needs of the school community. These needs will be identified through mechanisms such as 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.
2. The CPD Co-ordinator will be responsible annually for discussing with the Headteacher and the Governing Body the main training and development priorities and the budgetary implications of addressing these needs.
3. CPD issues will be addressed at governing body meetings and be included as part of the Headteacher's report once a year.
4. There should be robust, transparent arrangements for accessing and evaluating CPD that are known to all staff. The CPD Co-ordinator will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.
5. There will be arrangements for annual discussions between staff and the CPD Co-ordinator to discuss the following within the context of school priorities: needs and aspirations, methods of accessing CPD provision including appropriate funding, accreditation opportunities and ways of disseminating the training. This will be combined with the Appraisal process and be devolved to Line Managers.
6. The CPD Co-ordinator will be responsible for ensuring that opportunities are provided for the following groups:

Trainee Teachers

NQTs

Staff new to school or to role

Regular supply staff and those seeking to return to the profession

Teachers in their early years

Teachers with 5 years + experience, including those beyond the threshold

Middle managers

Senior managers – experienced and those in their early years

The Headteacher

Governors

7. The Business Manager will be responsible for ensuring that opportunities for training and development of the wider workforce are met appropriately, including Bursar, Business Manager, ICT Systems Managers, Technicians, HTLAs and TAs, Learning Mentors and Premises staff.

## **Match of Provision to Learning Needs**

- a. School arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests of all staff. The professional development opportunities will only be offered if they:
  - Meet identified individual, team, school or national development priorities
  - Contribute to raising the standards of pupils' achievements
  - Are based, where appropriate, on relevant standards
  - Are based on recognised effective practice

- Have effective monitoring and evaluation systems in place and provide opportunity to measure impact
  - Make effective use of resources, particularly with regard to new technologies
  - Provide value for money
- b. We will plan and use our five days statutory in-service entitlement through a range of innovative CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning in the school.
- These will include:
- In-school training, using the expertise available within the school (collaborative teaching, skills in classroom observation, using existing expertise, modelling, collaborative enquiry and learning through for instance CPD groups, coaching and peer mentoring activities)
  - Job enrichment/enlargement (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 footage, co-ordinating or supporting a learning network on a local or national level (for instance, the IOE's Beacon School Programme in Holocaust Education run by the Phil & Ethics team)
  - Attendance at a lecture, course of conference
  - School visits to observe or participate in Outstanding practice (eg. Perry Beeches)
  - International professional development
  - Postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition such as NVQs, HLTA, NCSL programmes
  - Research opportunities
  - External partnerships (eg. 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, etc)
- c. All those engaged with CPD will be encouraged to:
- Reflect on their development
  - Seek professional recognition, including accreditation for the work undertaken. The CPD Co-ordinator will provide access directly or organise guidance to staff on how such recognition can be achieved.

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

1. The CPD Co-ordinator will provide directly, or organise, guidance to staff on producing or updating an appropriate professional development portfolio.
2. Following professional or other development, the participant will discuss with the CPD Co-ordinator or their Line Manager, the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Co-ordinator.
3. The CPD Co-ordinator will be responsible for ensuring whether any follow up is needed to the provider, eg. feedback, issues of access.
4. The CPD Co-ordinator will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate impact. The CPD Co-ordinator will 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
  - Informal discussion with colleagues about improved practice
5. Measures used to determine the impact of training and development will be drawn from:
- Participant evaluation
  - Pupil and school attainment
  - Student voice
  - External and internal evaluation and inspection processes
  - Recruitment and retention data
  - The changing qualification profile of the staff
6. Within their Appraisal review, teachers will be required to assess the impact of the engagement in professional development, both their own and as appropriate, their support for the professional development of others.

**This CPD policy will be reviewed every 2 years by the Governing Body**