



Continuing Professional Development Policy

Initial Policy dated September 2013

Review date September 2016

Agreed by Governors at Governing Body Meeting held on.....

| Contents | Page |
|----------------------------------|-------------|
| Principles | 2 |
| Values and Entitlements | 3 |
| Performance Management | 4 |
| Leadership and Management of CPD | 5 |
| Supporting a Range of CPD | 5 |
| Appendix | |
| - Application for Course Form | |
| - Evaluation of Course Form | 7 |

Principles

We believe that effective CPD contributes significantly to school improvement. An investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school.

In particular we believe that CPD is most effective when it is:

- **Owned by staff** - staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their developmental priorities they make astute judgements and commit to them
- **Relevant to the context** - any areas for development must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- **Builds on existing expertise** - the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- **Collaborative and supported from within the school** - the most powerful learning occurs when opportunity is provided for debate and reflection.
- **Sustained** - the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- **Accesses external expertise** - this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or colleague, at The Brook, from within the inclusive campus or from another school; visiting professionals or artists etc

We believe that effective CPD practice leads to the following consequences:

- **Improves student learning**
 - students engaged in a dynamic learning programme with staff are more likely to achieve
 - staff who develop skills and confidence can provide effective learning experiences for a wide range of students
- **Improves teaching**
 - develops and sustains skills which enables staff to do their jobs effectively
 - updating knowledge
 - develops best practice
 - widens the repertoire of classroom skills
 - enhances strong practice
 - develops specialisations thus improving teaching quality

- **Helps to support staff appropriately**
 - strengthens the recruitment and retention of staff
 - promotes personal and career development enabling staff to make more informed choices about career pathways
 - informs the appropriate deployment of staff

- **Promotes a positive ethos and learning culture**
 - through high expectations
 - through discussion, dialogue, trialling and reflection
 - through building internal capacity
 - excellence in learning throughout the school

- **Improves leadership**
 - develops people's strengths
 - broadens people's ability to take a lead on whole school initiatives
 - develops people to take up new roles
 - develops an understanding of the context in which staff work at national, local and school level leading to greater cohesion in students' learning

- **Contributes to school improvement and transformation**
 - by engaging staff as learners in collaborative enquiry
 - by sharing the knowledge and skills of all staff
 - through collective responsibility for students and staff achievement
 - by valuing every individual

Values and Entitlements

All staff should take ownership and give a high priority to professional development. All staff at the Brook contribute as part of a team to the success of the school and have a right of access to CPD

All staff have an entitlement to equality of access to high-quality induction and continuing professional development. All staff will have opportunities through performance management and through other mechanisms to discuss and make requests regarding their professional development needs

Equally, governors need to have effective training in order to carry out their duties appropriately

There will need to be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the performance management cycle. However, professional development needs that individual staff have identified will also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement

CPD planning will be linked and integrated with the School Development Plan and be based on a range of information and priorities:

- The needs of the school as identified and outlined in the School Development Plan
- Outcomes from the performance management planning meetings. These meetings, part of the Appraisal cycle, will identify the training and development needs for all staff
- Individual student needs e.g. autism, physical needs, communication, manual handling, behaviour,
- Curriculum development
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualification e.g. NVQ, Diplomas
- Issues identified through other monitoring e.g. OFSTED, Investors in People
- Individual requests for CPD made outside of the Appraisal process
- Feedback from staff and others including governors, pupils and parents
- Resources - e.g. membership of professional bodies; purchase of books/journals

The school will ensure there is a budget put aside for CPD and that this budget is used to ensure best value. This budget will include the cost of cover for staff who attend courses out of school. This will be agreed with the governing body and will be used equitably across the whole staff.

Appraisal

The school's CPD programme will be informed by the training and development needs identified in individual appraisal objectives, as well as being needs led in terms of essential training required when working with our pupils.

The governing body will ensure in budget planning, that as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees

The head teacher will report to governors annually about training and development needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD

If there are competing demands on the school budget between CPD identified for a reviewee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however the aim will be to meet all reasonable requests for CPD

The school addresses the CPD needs of support staff by ensuring an appraisal system is also used for every member of the support staff. This reflects the important role of support staff in the school. Class teachers will lead the appraisal process for support staff within their class teams, and will identify CPD requirements accordingly.

Leadership and Management of CPD

The deputy head teacher is also the CPD leader of the school. The CPD leader will receive training as appropriate in order to fulfil this role effectively and attend providers' sessions. CPD links can be found on the staff drive, and staff are encouraged to include any relevant suggestions for CPD, including websites and articles related to their curriculum area, or area of need such as ASD or PMLD.

There will be robust, transparent arrangements for accessing CPD that are known to all staff. These will be subject to regular monitoring to ensure that CPD is provided in a non discriminatory way. Curriculum Leaders request CPD through the Lead for Teaching and Learning, who will then share them with SMT weekly, these will be linked to the SDP, appraisal system and other school priorities, and SMT will action as appropriate.

The school evaluates the impact that CPD has on teaching and learning and the progress that pupils make, including monitoring, observations, data collecting and performance management

Supporting a range of CPD activities

The school supports a wide portfolio of CPD approaches in an effort to match interests, career development and preferred learning styles of staff to maximise the impact on improving teaching and learning within the school. These CPD approaches will include:

- Attendance at a course or conference
- In-school training using the expertise available within the school e.g. behaviour management, sharing good practice, classroom observations, manual handling, etc
- School-based work through accessing an external consultant or relevant expert
- Peer coaching
- Professional networks with other special schools. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- A programme of inclusion and linked classes with The Willow to continually promote inclusive practices, with support from Brook staff responsible for Inclusion across the Inclusive Learning Community
- Opportunities for teachers to develop their subject expertise
- Opportunities to participate in accredited learning e.g. NVQs, Diplomas,
- Distance learning
- Practical experience e.g. opportunities to contribute to a training programme, within school, as well as involvement in local and national networks
- Producing documentation or resources e.g. teaching materials, assessment package, DVD
- Course delivery- as part of the planned outreach programme, staff are encouraged to undertake delivery of CPD to other agencies within their own specialist areas e.g. SEN Training, Behaviour, Manual Handling, training for support staff, Autism (the National Autistic Society)

- Partnerships e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, research, observation, special project working groups.
- International work - opportunities to work with colleagues from special schools around the world
- Creating an improvement learning environment within the school

INSET Days

- INSET days will focus upon the developmental needs of the Teachers and Support staff, School Development Plan and CPD related to LEA/Government initiatives, if appropriate.
- They will provide appropriate training relevant to the SDP, staff needs and within budgetary limitations
- Regular opportunities for staff to share relevant experience and skills in terms of Curriculum Areas and Whole School Initiatives, such as International Links/Comenius etc.
- The Brook will liaise at Joint SMT meetings at the end of the academic year, to agree the following year's INSET days, including any joint CPD to take place with the Willow.

Monitoring and Evaluation

Staff are expected to fill in an Application form when a suitable course has been identified and an evaluation form when they return from an external course (see appendix). This identifies how the course will be fed back to other staff and whether the course would be beneficial for other staff to attend. This is monitored by the CPD leader. INSET days will be evaluated through a whole school evaluation form to be returned to the CPD leader.

The CPD leader writes an evaluation of staff inset throughout the year - both external and internal. This is discussed with governors and SMT. The evaluation is used to inform the next cycle of planning.

The CPD leader is responsible for monitoring CPD to ensure that it is at the centre of school improvement



CPD APPLICATION Please return to **Roz**

| | | | |
|-----------------------|---|--------------------------|--|
| Name: | Professional development activity: | | |
| Date of training: | | | |
| Type of CPD (circle): | Course / Conference / / Meeting time / Other (Please specify) | | |
| Cost: | Cover required: | Travel costs Yes / No | Total: (to be completed by CPD Coordinator) |

What do you want to achieve? (Links to curriculum area/job description/Appraisal)

Predicted impact and dissemination – discuss beforehand with relevant person - team leader / curriculum coordinator

| | | |
|---------------------------|-------|----------|
| Predicted impact: | WHEN? | TO WHOM? |
| Planned dissemination: | | |
| CPD Coordinator Comments: | | |
| Signed Applicant | | Date: |

The CPD activity has been booked by on (date)

Signature: (CPD Coordinator)



CPD EVALUATION Please return to **Roz**

| | |
|--------------------------|---|
| Name: | Course Title: |
| Date of course/training: | Full Day half day (please circle) |

SECTION 1 – EVALUATION complete within a week of the activity

| |
|--|
| Did the CPD activity take place as planned? Yes / No If No, please state why |
|--|

A. How would you rate the CPD activity on a 1-5 Scale? **1** = Excellent **5** = Poor

| | | | | | |
|----------|---|-----------|---|-----------------|---|
| Interest | <input style="width: 40px; height: 25px;" type="text"/> | Relevance | <input style="width: 40px; height: 25px;" type="text"/> | Value for Money | <input style="width: 40px; height: 25px;" type="text"/> |
|----------|---|-----------|---|-----------------|---|

Comments

What did you gain?

Unexpected gains? (networking etc)

Impact and dissemination – what are you going to do as a result of this CPD activity? What help do you need?

| | | |
|-----------------|-------|----------|
| Impact planned: | WHEN? | TO WHOM? |
| Dissemination: | | |

SECTION 2 – CPD EVALUATION to be completed after six weeks

| | | | |
|---------------------------------|--------|----------|-------|
| Has the dissemination happened? | YES/NO | To whom? | Date: |
| Comments | | | |

What has been the impact on teaching and learning?

Next steps:

Signature: (CPD Coordinator) Date:

