



**St Hugh's School**

CPD (Continuing Professional Development)  
Policy

## Continuing Professional Development (CPD) Policy

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

1. St Hugh's is a 'learning community' which is committed to providing opportunities for the continued learning and development of its entire staff. St Hugh's believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
2. CPD will be co-ordinated by a CPD Leader (Deputy Head Teacher) with a clear job description and who is a member of the senior leadership team but is assisted by others in taking this policy forward.
3. The central emphasis of CPD will be on the quality of learning, improving standards and developing leadership. 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. All members of staff have a responsibility to support the professional development of colleagues. CPD can operate effectively at a variety of levels - individual, team, whole school and through wider networks with an emphasis on collaborative learning. This includes being part of system leadership
4. All staff shall have an entitlement to equality of access to high-quality induction and continuing support and development. Staff will have opportunities to discuss their professional development needs through performance management and other mechanisms/procedures. Arrangements for accessing CPD will be known to all staff.
5. CPD planning will be inextricably linked and integrated within St Hugh's school development plan and be based on a range of information:
  - The needs of the school as identified through self-evaluation;
  - Issues identified through other monitoring, e.g. OFSTED, SIP reports;
  - National and local priorities e.g. system priorities, local community priorities;
  - Performance Management
  - Feedback from staff and others including governors, students and parents/carers.
6. The central features of the CPD policy comprises effective auditing and identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, reliable and explicit evaluation of the impact of provision, effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.
7. St Hugh's will have effective measures in place including the Teacher's Standards Audit and Audit for Teaching Assistants to effectively audit the professional needs of staff and link these to the school's self-evaluation and performance management system. Teachers have an accountability to produce and maintain a training plan through the Performance Management process.
8. CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DFE Teacher Standard's

framework September 2012 and the National Occupational Standards for Supporting Teaching and Learning, Research and Development Standard August 2016.

9. St Hugh's will support professional recognition including accreditation of the CPD undertaken.
10. St Hugh's will continue to be a Training School and will work towards the required key performance indicators as part of its wider development plan.

### **Identifying CPD Needs**

1. St Hugh's will have a named CPD Leader (Deputy Head Teacher) who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD Leader (Deputy Head Teacher) will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.
2. The CPD Leader (Deputy Head Teacher) shall be responsible for identifying the school's CPD needs and those of the staff working in it. Such needs will be identified largely through existing mechanisms such as the development plan, performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.
3. The CPD Leader (Deputy Head Teacher) will be responsible termly to produce a termly report identifying impact of training and identification of training directly related to school improvement.
4. The CPD Leader (Deputy Head Teacher) shall attend Full Governing Body meetings termly, and present a report on the provision and impact.
5. Requests for accessing CPD should be addressed to The CPD Leader (Deputy Head Teacher) who will present at SLT to consult for approval each week.
6. Middle Leaders shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to appropriate staff.
7. The CPD Leader (Deputy Head Teacher) shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:
  - Newly Qualified Teachers
  - Other staff new to the school or role
  - Recently Qualified Teachers (RQT)
  - 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 students e.g. EAL supervisors
  - Specialist Leaders in Education
  - Middle Leaders e.g. Curriculum Leaders / Subject Leaders / Extended Phase Leaders
  - Senior Leaders in their early years
  - More experienced senior managers
  - Senior support staff including Business Managers, ICT Systems Managers and Facilities Managers

- Learning support assistants, EAL support, language assistants and specialist education assistants
  - Lunchtime supervisor/assistants
  - Business and administration staff
  - Technicians including science, DT and ICT
  - Cover supervisors and other employed staff who regularly provide cover and those seeking to return to the profession
  - Beginning teachers e.g. ITT Students
8. The CPD Leader (Deputy Head Teacher) will be responsible for ensuring that providers are of sufficient quality.
9. The CPD Leader (Deputy Head Teacher) will be responsible for ensuring the efficient provision of opportunities.

#### **CPD Provision:**

##### **a) New Staff Induction**

1. The aims of new staff induction are:
- To ensure that all staff are effectively inducted into the school and feel supported to do so
  - To maintain a consistent whole school approach to exemplary Teaching and Learning including use of policy and processes
  - To establish professional and positive relationships between new and existing members of staff
  - To aid staff in establishing themselves quickly into their appointed role
2. The induction programme includes both generic and personalised provision for each new member of staff and includes the following:
- Communication with any new appointees prior to the appointee's contractual start date.
  - All new members of staff will be invited for formal induction at the school. For staff joining in September, this will be hosted in July. For staff joining mid-year, an induction day will be arranged prior to taking up post.
  - St Hugh's will provide practical information for each new appointee. This will include timetables, class lists, access to schemes of work with relevant resources, lesson plan templates, access to class records and assessment data and relevant paperwork and policies.

##### **b) NQT Induction**

1. The aims of NQT induction are:
- To provide a bridge from initial teacher training to effective professional practice.
  - To ensure NQTs continue to meet the standards to successfully endorse their qualification
  - To provide well targeted support by a trained mentor that, in turn, will help NQTs make a real and sustained contribution to exemplary teaching and learning.
  - To provide an atmosphere that welcomes the NQT and encourages their development as part of a team.

2. The induction programme includes both generic and personalised provision for each NQT and includes the following:

- St Hugh's will be in communication with any new NQT prior to the NQT's contractual start date.
- Each NQT will have a mentor assigned to them. This person will act as their formal NQT mentor for induction.
- The NQT will receive support in line with statutory guidance. This involves 10% reduction in timetable for induction activities, an individual support plan, opportunities to observe and be observed and professional review meetings.
- It will be expected that the NQT will use the 10% reduction in timetable for induction activities which will include a full range of CPD activities. The effectiveness of these activities will be monitored and reviewed by the NQT mentor.
- Every NQT mentor will be fully-trained to provide support for the NQT. Training will involve: mentor meetings and the professional development cycle; identifying, implementing and monitoring action plans; formally observing and feeding back to the NQT; and completing NQT Induction Termly Assessments.
- All NQTs will meet with their NQT mentor weekly for the first term of their induction.
- Each mentor meeting discussion will be based around the QTS standards and the professional development cycle. Mentor meeting records will be shared and held by the NQT mentor and NQT, and will use a recognised proforma.
- The NQT mentor is responsible for regularly (at least every six weeks) and formally observing and feeding back to the NQT, and for compiling and writing the NQT Termly Assessments. The observations of the NQT can be completed in conjunction with the schools lesson observation cycle but must be coordinated and led by the NQT mentor.
- The NQT mentor will be expected to discuss the Career Entry Development Profile Transition Points with the NQT at appropriate points during the NQT Induction year.
- If an NQT is not meeting the standards of QTS, a personalised support programme will be implemented to support the NQT's performance.

### **c) Planning for Effective CPD**

1. The opportunities available will:

- meet identified individual, school or national development priorities
- be based on good practice - in development activity and in teaching and learning
- help raise standards of students' achievements
- respect cultural diversity
- be provided by those with the necessary experience, expertise and skills
- be planned systematically and follow the agreed programme except when dealing with emerging issues
- be based, where appropriate, on relevant standards
- be based on current research and inspection evidence
- make effective use of resources, particularly ICT
- be 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.

#### **d) Supporting a range of CPD activities**

1. The school will support a wide portfolio of CPD approaches identified according to "Best Value" principles and which reflect the learning effectiveness of the participants. These include:

- use of the Teachers' standards annual audit to support CPD in areas identified
- in-school training using the expertise available within the school and collaborative activities; e.g. collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer observation and evaluation, collaborative enquiry and problem-solving, modelling
- coaching and mentoring and engaging in a learning conversation
- job enrichment/enlargement; e.g. a higher level of responsibility, deputising, mentored guidance for taking on further responsibility within their role, 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 Specialist Leaders, Local or National Leaders of Education
- 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 good and successful practice
- research opportunities, secondments, exchanges and placements (e.g. within a regional or national organisation, an exchange or placement with another teacher, school, higher education,
- postgraduate professional development and other educational knowledge qualifications from higher educational institutions and other forms of professional recognition and qualifications. (On a case by case basis dependent on the benefits that can be brought to the school)
- distance learning (e.g. relevant resources such as educational journals and publications, training videos, reflection, simulations)
- practical experiences; 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
- partnerships and links; 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

#### **e) Recording and Disseminating Good Practice**

1. All those engaged with CPD will be encouraged to:
- reflect on their development using appropriate mechanisms such as the DfE Teachers Standards document September 2012.
  - seek professional recognition, including accreditation for the work undertaken. The CPD Leader (Deputy Head Teacher) will provide directly or organise guidance to staff on how such recognition can be achieved.

2. The school participant will disseminate good and successful CPD practice that supports and improves teaching and learning.
3. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will take responsibility for the organisation, e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school website.
4. The CPD Leader (Deputy Head Teacher) will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.

### **Evaluating Impact of CPD**

1. The CPD Leader (Deputy Head Teacher) will review as commissioned provision from commercial suppliers and whether any aspects of the CPD provision including identified programmes and the quality of training providers do not represent value for money and make appropriate recommendations to the Headteacher and Governing Body. Annual overview analysis which is a collation of termly reports.
2. The CPD Leader (Deputy Head Teacher) shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD Leader (Deputy Head Teacher) shall be committed to ensuring that CPD systems and procedures conform to current research findings.
3. This will be undertaken at a variety of levels and at intervals including:
  - immediate/short term evaluation by participants,
  - longer term follow up for a sample of CPD undertaken as part of the performance management process,
  - informal discussion with colleagues about improved practice.
  - feedback on the effectiveness of CPD opportunities in the Performance Management Review meeting.
4. Use will be made of appropriate DfE and other associated documents to assess impact, comprising of hard objective data as well as:
  - pupil and school attainment.
  - record keeping.
  - more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches.
  - a climate of supporting success and effort.
  - staff confidence, enrichment, motivation, self-esteem, preparedness to take risks,
  - collaboration, reflectiveness.
  - grading on lesson observations.
  - pupil enthusiasm, engagement and commitment.
  - recruitment and retention.
  - career progression/promotable staff, including succession planning.