

Continuous Professional Development Policy

Holbrook aims to welcome everybody into our school. We will support all children and staff and provide challenging, fun and exciting learning activities. We will encourage everybody to learn, and learn from mistakes, to be independent and cooperative.

Introduction

We believe that good quality CPD is crucial to maintain high levels of expertise, enthusiasm, commitment to learning, improving and celebrating success. This school recognises and values the contribution that all learners make to the learning community. We recognise that all staff bring different strengths, experience and qualities to their role. As a school we believe in continuous learning and expect to share good practice and to learn from and with each other. All CPD should have a positive impact on the children of Holbrook Primary School.

Aims

All those involved in the school community have an entitlement to equality of access to high-quality induction and continuing support and development. Through CPD, members of the learning community are able to develop skills and competencies progressively, allowing them to build on and reinforce skills and expertise.

- All staff should have access to relevant professional development opportunities
- CPD should have a direct impact on the children of Holbrook Primary School
- CPD should be strategic and have a direct link to the School Improvement Plan and/or performance management
- CPD should support and develop the needs and interests of individuals

Each member of the school learning community is responsible for:

- reflecting on their practice and determining their strengths and areas for development and recording these reflections in a professional development portfolio
- reflecting on all CPD experiences and disseminating their learning with relevant colleagues
- seeking out and participating fully in the professional development opportunities available, including learning with, and learning from colleagues, both in this school, neighbouring schools and beyond
- engaging fully in the performance management or appraisal process .

Principles of Practice

Identifying need

The purpose of professional development is intended to meet the needs of the school and those of the individual as identified through:

- the Self-Evaluation Form
- the School Improvement Plan
- Government initiatives
- Local authority initiatives
- DfES guidance for newly qualified teachers
- National Standards, for example, for teachers, support staff or governors
- Performance management
- Career aspirations

As professional development is linked to the Self-Evaluation Form and school improvement plan, funding identified needs will reflect the link to the priorities within the Self-Evaluation Form.

CPD Provision

Our CPD programme offers a wide range of possible development opportunities for all staff, including:

- induction
- performance management;
- school, cluster and LA in-service training, workshops and conferences
- joint staff and governor meetings and training sessions
- paired reviews of children's work
- paired observations
- membership of working groups
- conferences and seminars
- coaching and mentoring
- membership of local and regional networks
- membership of professional associations
- placements and secondments
- international professional development opportunities
- preparation for new roles and responsibilities, such as in leadership and management

Evaluating Impact and Disseminating Good and Successful Practice

All professional development activities are monitored for their impact on school performance. Evaluation should be completed electronically immediately after professional development opportunities. This will be monitored by the CPD leader and opportunities should be identified to disseminate with other staff as appropriate.

The CPD leader will review annually whether any aspects of the CPD provision, e.g. service level agreements, subscriptions do not represent value for money and make appropriate recommendations to the headteacher and governing body.

The CPD leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD leader shall be committed to ensuring that CPD systems and procedures conform to current research findings.

Use will be made of appropriate documents to aid the evaluation of the impact of CPD. This may include:

- 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, collaboration, enthusiasm
- pupil enthusiasm, engagement and commitment;
- recruitment and retention;
- career progression

The Governors may require written feedback and/or a presentation upon completion of the development work.

The CPD Leader will provide a yearly CPD report to the Headteacher and Governors. This report will detail:

- the CPD undertaken,
- whether any aspects of the CPD provision do not represent value for money and make appropriate recommendations and
- Report in the autumn after analysis of the KS2 stats on the impact it has had on raising standards and achievement.

Conclusion

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.

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