



Bracken Hill School

Continuing Professional Development (CPD) Policy

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Policy Type: Whole School

This policy is reviewed bi-annually to ensure compliance with current regulations

The Governors of the school recognise that all staff play a vital role in the achievement of high standards and in providing our pupils with the best opportunities matched to their needs.

Definition

Continuing Professional Development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge understanding and skills. It supports the individual's needs and improves professional practice.

Rationale

The Governors of Bracken Hill School recognise that all members of staff play a vital role in the achievement of high standards, in providing our pupils with the best opportunities matched to their needs and in fostering a caring and stimulating learning environment. It is acknowledged that classroom based staff strive constantly to improve teaching and learning opportunities for all our pupils. We believe that all staff (teaching and non teaching) and Governors in our school are entitled to professional development opportunities in order to enable them to fulfil their role more effectively and to develop those skills that are important to them.

The role of the CPD coordinator will be regarded as a senior responsibility within the school and will require a high level of awareness of the range of provision and how to access it.

Principles

- It enables the participant to develop skills, knowledge and understanding that will be practical and relevant.
- All CPD opportunities should enable participants to improve teaching and learning in order to raise standards.
- It takes account of the participant's previous knowledge and experience.
- It links closely to targets set during performance management planning meetings.
- Its impact on teaching and learning is evaluated and appraised during performance management reviews.
- It links to areas of mandatory training, pupil need, the School Development Plan or personal progression.

CPD Opportunities

- Internal professional development events
- Coaching and mentoring
- Peer collaboration
- E-learning
- School networks (local, regional or national)
- External conferences and courses
- Research and investigation
- Skills-based training

E-learning in particular, has been well utilised during the pandemic and moving forward is an accessible method of accessing professional development.

Individual Staff will:

- Seek out and make the most of professional development opportunities available to help make sure that pupils receive the best and most appropriate education possible.
- Reflect on their own practice to determine strengths and areas for development.
- Document those reflections to contribute actively to performance management, through maintaining a professional development record or portfolio.
- Take part in opportunities to share strengths and learn from colleagues.
- Seek out and utilise new thinking, ideas and technology relevant to their roles.
- Support colleagues in achieving high professional standards.

Early Career teachers (ECTs) follow an induction programme in line with nationally agreed recommendations.

The professional development of staff is linked to our School Development Plan. Funding for priorities within the plan will reflect the professional development needs linked to these priority areas. Funding for professional development is identified in the Standards Fund.

Performance Management (see separate policy) is a crucial tool in ensuring that all staff receive their entitlement to CPD in a way which reflects their needs. It also provides a means through which staff development can be linked to the aspirations of the school as set out in the School Development Plan. Performance Management supports teachers as they progress towards and through the upper pay scale.

All teaching staff are encouraged to keep a portfolio relating to CPD. We believe that systematic recording will be a benefit to application for progression to the upper pay scale and continuation through it. It also helps staff to identify areas where they would like to concentrate their CPD in order to address areas in which they may be less confident.

Evaluation

The key to Professional Development is whether or not it has a positive impact on teaching and learning across the school and on the practice of the individual, group or school as a whole. For this reason the evaluation of Professional Development activities is vital to ensure that the full benefit is achieved and also to inform future choices. Staff are requested to feedback relevant items to the next full staff meeting; in some cases there may be a need for a training session led by the attendee.

Where a Professional Development activity is linked to the School Development Plan the evaluation may be undertaken by the co-ordinator, Head teacher, SLT or Governors.

It is sometimes appropriate for the Governors to request a report/ presentation following a Professional Development activity.

The CPD coordinator keeps a record of professional development activities undertaken in and out of the school. The record is passed to the Head Teacher who, in turn, informs Governors in the termly Head teacher's report to them.

This policy will be review bi-annually – 2023