



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) refers to ongoing, reflective learning activities that strengthen an individual's knowledge, skills, professional behaviours, and understanding.

CPD enables staff to develop their practice, respond to the needs of pupils (including those with SEND), and maintain the high professional standards expected within the school. It supports both individual professional growth and the wider aims of the school by ensuring that staff are equipped with up-to-date, evidence-informed skills that improve outcomes for pupils.

Rationale

The Governors of Bracken Hill School recognise that all members of staff play a vital and interdependent role in securing high standards and ensuring that our pupils receive the best possible opportunities matched to their individual needs. As a special school, we value the commitment of classroom-based staff, who continually strive to enhance teaching, learning and care for all pupils.

We believe that every member of our school community—teaching staff, support staff and Governors—is entitled to high-quality professional development that enables them to fulfil their role effectively, respond to the complex and evolving needs of our pupils, and further develop skills that are important to them. A strong culture of professional development supports improved outcomes for pupils, promotes staff wellbeing and retention, and contributes to a caring, inclusive and stimulating learning environment.

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

- CPD enables participants to develop skills, knowledge and understanding that are practical, relevant and transferable to their role.
- All CPD opportunities should enhance teaching, learning and care, contributing to improved outcomes for pupils.
- CPD takes account of each participant's prior knowledge, experience and professional aspirations.
- CPD is closely linked to targets identified during performance management planning meetings.
- The impact of CPD on teaching, learning and pupil outcomes is monitored and evaluated through performance management and wider school self-evaluation processes.
- CPD is aligned with mandatory training requirements, pupil need, the School Development Plan and opportunities for personal professional growth.

CPD Opportunities

A wide range of professional development activities may be used, including:

- Internal professional development events
- Coaching and mentoring

- Peer collaboration and peer observation
- E-learning and virtual learning platforms
- School networks (local, regional and national)
- External conferences, training events and courses
- Professional research, enquiry and investigation
- Practical, skills-based training (e.g., medical needs, behaviour support, communication approaches)

Individual staff will:

- Proactively engage with professional development opportunities to ensure pupils receive the most appropriate and high-quality education.
- Reflect regularly on their practice to identify strengths and areas for further development.
- Record reflections and professional learning to contribute meaningfully to performance management, maintaining a professional development log or portfolio.
- Participate in opportunities to share effective practice and learn from colleagues.
- Embrace new ideas, evidence-informed approaches and relevant technologies that enhance their work.
- Support and encourage colleagues to uphold high professional standards across the school.

Early Career Teachers (ECTs) follow a statutory two-year induction programme in line with national guidance. Their professional development is carefully planned and supported to ensure they make strong progress throughout the induction period.

Professional development for all staff is closely aligned with the School Development Plan. Funding allocations reflect identified priority areas and ensure that staff have access to relevant, high-quality CPD linked to whole-school improvement, pupil need and statutory requirements.

Performance Management (see separate policy) plays a key role in ensuring that all staff receive their entitlement to CPD in a way that reflects both their professional needs and the strategic priorities of the school. It provides a mechanism for linking staff development to the aspirations of the school as set out in the School Development Plan.

All teaching staff are encouraged to maintain a CPD portfolio. Systematic recording of professional learning supports reflection, helps staff track their development over time, and enables them to identify areas they wish to focus on, including areas where they may feel less confident.

Evaluation

The effectiveness of CPD is measured by the extent to which it has a positive impact on teaching, learning and professional practice across the school. Evaluation is therefore essential to ensure that staff gain maximum benefit from professional development and to support informed decision-making for future CPD planning.

Staff are asked to share relevant learning at the next full staff meeting, where appropriate. In some cases, the attendee may be asked to lead a short training session or provide resources to support colleagues.

Where CPD activities are linked to the School Development Plan, evaluation may be undertaken by the subject or area lead, the Headteacher, the Senior Leadership Team or Governors.

On occasion, Governors may request a short report or presentation following significant CPD activity, particularly where this relates to strategic priorities.

The CPD Coordinator maintains a record of all professional development undertaken in and outside school. This information is shared with the Headteacher and reported to Governors through the termly Headteacher's report.

This policy will be review bi-annually – 2028