



CPD

GOVERNING BODY APPROVAL: Autumn Term 2020-21

COMMITTEE WITH RESPONSIBILITY FOR MONITORING
& REVIEW:

[Personnel Committee](#)

NEXT REVIEW DATE: Autumn Term 2021/2022

Continuous Professional Development Policy

Principles, Values and Entitlements

1. We at Newman Catholic College believe that all staff should be involved in a continuing process of improvement. The school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, whole school and through wider networks. A carefully planned programme of CPD improves standards, raises morale and assists with recruitment and retention.
2. All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing development.
3. Through the use of Bluesky the school audits the professional and personal needs of staff and link to the performance management system.
4. The focus of CPD will be on improving standards and the quality of teaching and learning. The school will ensure that mechanisms are in place to disseminate good practice in CPD that supports and improves teaching and learning and its impact on pupils' progress.
5. The ART-Teaching & Learning will be responsible for identifying the school's CPD needs and those of the school community that support and improve teaching and learning. Such needs will be identified largely through existing mechanisms such as Performance Management, School Self-Evaluation, the School Improvement Plan, national and local priorities, internal and external monitoring and feedback and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD action plan which forms part of the School Improvement Plan.
6. All forms of professional development will be based on the following principles:
 - all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work;
 - all staff will have regular opportunities to discuss their development needs and professional aspirations;
 - all staff have a responsibility to participate in school focused CPD and personal career development.
7. The school will support professional recognition, including accreditation of the CPD undertaken. These will need to be log into the CPD passport and validated by the AHT in charge of CPD.

Leadership and Management of CPD

1. The school will have a named CPD leader, who will have responsibility for the leadership and management of CPD. Request for accessing CPD should be addressed to the AHT _ Teaching and Learning who will decide on the most effective means.
2. The CPD leader will have access to appropriate support and training in order to fulfil their role effectively.
3. The CPD leader will be responsible for collating the CPD needs of the school and the staff.
4. The CPD leader's main responsibilities will be to:
 - Keep up to date with CPD developments locally and nationally;
 - Promote CPD as a central element of performance management and school improvement;
 - Provide details on the range of CPD opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all;
 - Quality assure providers;
 - Identify the school's CPD needs through mechanisms such as: school self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams;
 - Discuss with the headteacher and governing body the main CPD priorities and the budgetary implications;
 - Report to the governing body on the provision and impact of CPD;
 - Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions;
 - Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training;
 - Regularly and accurately update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement.

Supporting a range of CPD activities:

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches may include:

- in-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise;
- initial training for new staff as well as provision of line managers or teaching and learning champions.
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead practitioners;

- school visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a training school;
- evaluation, focus groups, modelling, contributing to a training programme)
- shadowing opportunities to observe experienced colleagues in another setting;
- opportunities to participate in award bearing work from higher education or other providers such as the National College for the Leadership of Schools and Children's Centre;
- research opportunities through the use of the CPD library;
- attendance at an appropriate course or conference
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network, become involved in local and national networks;
- job enrichment/enlargement, e.g. a higher level of responsibility; front lining working in someone else's job, job sharing, acting roles, job shadowing;
- producing documentation or resources such as a personal development plan, teaching materials , assessment package, JCT or video programme;
- up to date resources/ideas through the teaching and learning workshops
- coaching and mentoring - receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- partnerships, 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 School Improvement Partnership Network, Network Learning Community;
- creating an improved learning environment within the school.

Assessing the impact of CPD:

Annually the CPD leader shall conclude his/her report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school attainment;
- improved teaching and learning;
- increased pupil understanding and enthusiasm;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and career progression/promotable staff.

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1. Following professional development opportunities, the participant will complete a feedback form for the Deputy Head - Teaching & Learning indicating how he/she will disseminate the information / training to other staff
2. The Deputy Head - Teaching & Learning will be responsible for monitoring and evaluating the impact of CPD at Owen's. This will be undertaken at a variety of levels including immediate evaluation by participants, longer term follow up for a sample of CPD undertaken and / or informal discussion with colleagues about improved practice.
3. Annually the Deputy Head - Teaching & Learning will provide a report to the Governing Body on the benefits of the CPD undertaken and future needs.