Principles, Values and Entitlements

1. Faith Christian School believes 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.

2. Faith Christian School believes that a carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.

3. All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing development.

4. The school will have effective measures in place to audit the professional and personal needs of staff and link to the performance management system. CPD needs identification for both the school and for individuals to help them meet the needs of the school will be evaluated with management and recorded within individual teacher’s portfolios. Management will keep a central register.

5. 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.

6. CPD planning will be integrated with the School Development Plan and thus based on School needs and priorities identified through self-evaluation by staff within their Portfolio planning.

7. 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.

8. The school will use a range of providers/types of provision and endeavour to source the provision of CPD according the best value.

9. The school will support professional recognition, including accreditation of the CPD undertaken.
Leadership and Management of CPD

1. The Principal is our named CPD leader, who will have responsibility for the leadership and management of CPD. Aspects of consultation and research will be delegated to the Primary and Secondary Coordinators as appropriate.

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 which will be fed back into the register by Coordinators from staff portfolios.

4. The CPD leader's main responsibilities will be to:
   - Keep up to date with CPD developments from the CPD Events Coordinator (PPD) who will make information available centrally through the schools intranet;
   - Promote CPD as a central element of performance management and school improvement;
   - Ensure the effective delegation of the informing role (PPD) to provide details on the range of CPD opportunities and disseminate information to the appropriate staff.
   - Ensure the school and in particular our management representative develops and maintains links with sources of CPD.
   - Give opportunities to provide quality assure feedback to Management;
   - Work with management to 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 management 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;
   - Supporting coordinators and colleagues to provide guidance on the most effective procedures for disseminating information following professional development training and where appropriate providing opportunities to share new learning with staff;
   - Ensure regularly and accurately of updates to records on training undertaken by staff, and check for issues of equality of access and involvement.

Planning for CPD

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to
inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

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

**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:

- attendance at a course or conference;
- in-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher;
- 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;
- secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
- shadowing opportunities to observe experienced colleagues in another setting;
- opportunities to participate in award bearing work from higher education or other providers;
- research opportunities;
- 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, serve on district and/or state review panels;
- job enrichment/enlargement, e.g. a higher level of responsibility; front lining working in someone else’s job, job sharing, acting roles, job rotation;
• producing documentation or resources such as a personal development plan, teaching material, assessment package, ICT or video programme;
• 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,
• 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 of 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.

Not clear on these bits
Last edited: 16/7/15, by Peter Pryce-Davies