

# GLYNE GAP SCHOOL

## SCHOOL PROCEDURES NO. 20

### A POLICY FOR CONTINUING PROFESSIONAL DEVELOPMENT

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#### INTRODUCTION/RATIONALE

Glyne Gap School is a learning community, which believes in the professional and personalised learning of **all** staff. Continuing Professional Development (CPD) recognises the strengths, skills, expertise and contributions of all members of staff and encourages them to be confident, skilled and value themselves as 'the richest resource'.

#### DEFINITION

CPD includes any activity that increases staff knowledge or understanding, and their effectiveness in school. It is a means of improving the quality of the education of the pupils; it can help raise teaching and learning standards and improve job and career satisfaction. CPD responds to the needs of individuals through performance management and it supports school development in a planned, systematic way. The analysis of pupil performance data may inform planning and lead to further professional development.

## **AIMS**

- To improve the educational opportunities of the pupils through effective staff development.
- To systematically provide opportunities for professional development for all staff (including through a process of discussion and negotiation) based on their individual needs at different stages of their career. See Appendix 2 Systematic Support for Individual Continuing Professional Development and School Procedure No 25 Performance Management.
- To ensure that the best use is made of resources available (time, money, staff).
- To promote job satisfaction, personal achievement, career advancement within or/and outside the school.
- Ensure the provision of training and developmental opportunities to fulfill both the professional training needs of all staff and the priorities within the school development plan.
- Enables response to national initiatives and standards in a systematic, managed and realistic way.

## **Structure**

### **A -The Roles and Responsibilities of:**

#### **The CPD Co-ordinator**

- Write and review CPD Policy to reflect current practice
- Devise and ensure implementation of 3 year CPD plan to include whole school development, individual professional and personalised learning and outreach support for parents and other professionals.
- Evaluate 3 year CPD plan
- Provide written summative CPD report for Governors each term
- Attend Governors meeting to discuss CPD report
- Maintain a summative record of all training attend by staff
- Ensure Performance Management Targets for CPD are collected for all staff
- Provide a written report to Governors outlining how Performance Management works in the school, give an overview of Teacher's training and development needs and an overview of how effective the performance Management Policy is.
- Be proactive in giving information to staff about future courses and training
- Chair PDC meetings once every other term
- Be accountable to Governors for CPD budget from Standards Fund

#### **The Head Teacher**

- Ensure the 3 year CPD plan is directly linked to the School Development Plan
- Support CPD Co-ordinator through PDC Meetings
- Update CPD Co-ordinator of Local or National Initiatives that may have training implications

#### **Curriculum Co-ordinators / Subject Leaders**

- Ensure training opportunities for staff within their subject as appropriate
- Keep knowledge up to date of new initiatives or developments within own subject and disseminate information as necessary.
- Maintain an up to date management and monitoring file for own subject
- Collect a portfolio of evidence e.g. observed lessons, IEPs etc

#### **Class Teachers**

- Reviewing Performance Management targets prior to their review and follow up meetings
- Give feedback to a Teachers' Meeting on any Professional Development
- Share own knowledge, expertise, ideas during Teachers Development Meetings focusing on The Craft of Teaching
- Reflect on their own CPD and its impact on their teaching and where possible pupil attainment such as keeping a Professional Portfolio of evidence +/- or a Self Reflection Journal

### **Advanced Skills Teachers**

- Support staff to extend their skills, knowledge and understanding
- Contribute to teaching and learning issues within school or other establishments on request, to contribute to the raising of standards
- Create links and develop projects with other schools
- Disseminate good practice and own expertise more widely within the LEA
- Maintain an evaluated record of AST activities

### **The Governing Body**

- Within governors' awarding responsibilities to shape the vision and direction of the school, they will take an active interest in the overall professional development of staff.
- They have a specific responsibility to ensure that the school fulfills its duty to provide an annual performance management review for all teachers, (and undertake the performance management review of the headteacher themselves.)
- As part of their need to understand the school's strengths and weaknesses they will view CDP as a key area of work.
- They will keep themselves apprised of the work by receiving a written report from the CPD/PDC Co-ordinator termly and having her talk to it at their meeting. They will use this time and work in their curriculum sub group to challenge and support developments.

The Aims of the CPD Meetings are to:-

- Identify the needs of the school, departments, pupils and staff
- Prioritise needs

### **B -PDC Meetings**

The PDC Meetings are attended by the CPD Co-ordinator, the Headteacher and the Deputy Head teacher once every other term to discuss, review and evaluate the internal and external CPD offered by the school. Details of the range of CPD activities available can be found in the CPD three year development plan for Outreach (Professional) Parent/family and Supporters Training and Activities

### **C -School-based Workshops**

School based workshops are an effective way of identifying the needs of individuals and the whole school in conjunction with the School Development Plan. This is a three yearly exercise in which comprehensive questionnaires, evaluation, staff interviews and subject co-ordinators' subject development plans provide a database to enable the School Development Plan to reflect the school's and staffs' training requirements.

### **D -Communication**

CPD Bulletins and notice of courses are given out at staff meetings with a regular agenda item within Briefing. The briefing minutes are posted on e-mail immediately after each meeting. Details of courses, training, residencies can be found in the green lever arch file in the staff room.

Further information on the following is included each week in the Yellow File, which is kept in the staff room on:-

- LEA, external, CLC and in-school activities and training
- Job vacancies
- Information on relevant new publications
- CPD Meeting Minutes

### **E-Application for Training and Resources**

All staff requests for training from the standards fund should complete the form 'Application to Standards Fund for Training' which can be found in the grey filing cabinet in the office. The completed form should be placed in the CPD Co-ordinators pigeonhole, who will sign and return the form to the applicant. The onus is on the applicant to apply for a place on the course themselves, then give the signed form for Penny for payment.

Similarly requests for resources should be made using the 'Application to Standards Fund for Resources' form, and placed in the CPD Co-ordinators pigeonhole. Once agreed and signed the form should then be passed to Penny for ordering and payment.

### **Effective CPD strategies may include:-**

#### **Staff Entitlement**

- Induction programme for newly appointed staff- See School Procedure No 18
- Performance Management Process
- Personal job profile
- Professional interviews/Performance Management Reviews
- Professional Development Portfolio/ Self Reflection Journal
- Access to training and development opportunities linked to the SDP

#### **School Based Training and Development**

- Good quality series of training sessions
- The Craft of Teaching at Teachers' Development Meetings
- Discussions with colleagues (formal + informal)
- Team teaching
- Mentoring + being mentored +/- Coaching
- Lesson Observations
- Developing and Sharing Materials + Strategies
- Job Shadowing
- Agreement Trials/ Moderation
- Tracking Pupils
- Class Reviews
- Working with Advisory colleagues
- Subject External Monitoring Process
- Observing + working with an artist in residence
- Serving as a governor
- Working with pupils on school councils
- Organising a display in collaboration with colleagues

#### **Off-site Training and Development**

- Visiting + observing in other schools etc
- External Courses, qualifications + conferences
- Job Swaps, Shadowing
- Consortium training days or conferences
- Taking responsibility for a group of pupils on an off site visit

#### **Self-Directed Training and Development**

- Personal reading,
- Focussing on individual pupils needs
- Working with class team on specific issues, development
- Leading staff meetings, workshops, training
- Leading a whole school initiative or project
- Requesting or taking on extra or new responsibilities
- Co-ordinating/leading a subject
- Action Research
- Contributing to a professional publication
- Self Review/ Reflection
- Contribution to the Craft of Teaching item at teacher's meetings
- Use of websites
- On line training courses

#### **Resources (Human and Material)**

Funding or part funding may be required to:-

- Enable staff to pursue further qualifications
- Provide time for study leave
- Facilitate non contact time to observe, be observed
- Provide cover for in-service training
- Acknowledge and utilise, strengths, skills + achievements
- Review curriculum materials in the light of teaching experience and the changing needs of the pupils.
- Purchasing new equipment to facilitate new teaching ideas or activities

For further information see School Procedure 27 Supporting Assistants Through Academic and Professional Qualifications.

### **Review and Evaluation**

The CPD three-year development plan is reviewed and discussed as part of a regular agenda item at both weekly Senior Management meetings and during CPD and PDC meetings.

A review and evaluation of the CPD development plan will be carried out by the CPD Co-ordinator each term and a summative report will be presented to Governors for discussion at the Governors meeting.

At the end of the CPD three-year plan an overall review and evaluation will be undertaken. However, immediate and on-going evaluation of individual activities as they occur is essential. To facilitate this:-

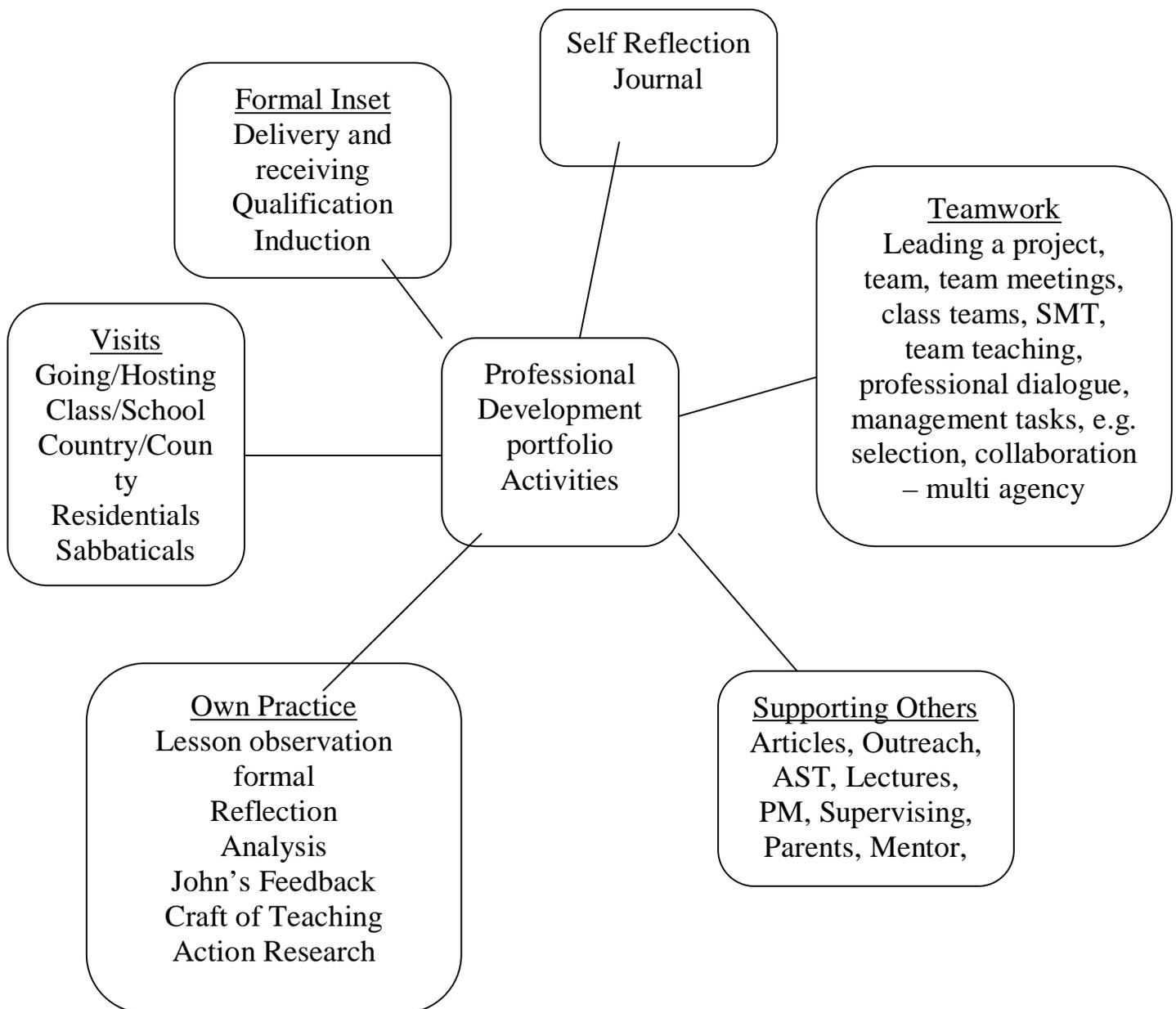
- evaluation forms will be issued after INSET activities arranged on closure days, etc.
- when a programme or part of the curriculum has been revised its workability and effect will be assessed in due course.
- Following visits, exchanges and attendance at external courses, feedback and comments will be given at a teachers' or teaching assistants' meeting. The delivery of training for staff and or parents may also be appropriate.

The CPD Policy will be reviewed every three years as part of the School Maintenance Plan.

**Reviewed + Updated December 2011**

Possible chapters of a Professional development

N.B. Self reflection could be a stand alone section or incorporated into the other five 'chapters'.



Appendix 2  
To School Procedure 20 - Continuing Professional Development

**Systematic Support for Individual Professional Development**

Glyne Gap School is a learning community and we aim to provide systematic support for all staff, regardless of their length of service or the stage in their career. This support can take many forms depending on the member of staff and the specific need. The following is an extensive list of the many ways in which staff can be supported in their own professional development.

- Extensive Induction Programme for ALL newly appointed staff, Therapists, Governors
- Individual Induction for staff taking on new responsibilities .e.g. subject leaders
- A comprehensive 3 year plan of CPD for all staff with an annual plan for the following year's closure days and twilights circulated in term 6 of the previous year
- Upcoming courses are identified and brought to everyone's attention ( and specifically mentioned to individuals where appropriate) at the weekly whole staff briefing on a Friday morning or Thursday evening and copies put in the yellow file for 1 week, then transferred to the green CPD folder
- Performance Management for all teachers and specialist teaching assistants on an annual basis with CPD targets agreed with planned regular follow up meetings ( up to 3 per year)
- Teaching assistants and support staff have bi-annual performance management reviews with 1 or more agreed CPD target.
- Regular support meetings for part time staff in specialist roles e.g. resource assistant, play and leisure co-ordinator ( 6 per year)
- Recognised qualifications for all staff are encouraged and supported, with mentor support offered such as Diplomas or HLTA ( see S.P.27)
- All newly appointed Teaching Assistants are requested to complete an NVQ level III or equivalent within 3 years of being appointed, an internal assessor will support them through the process, with study time provided
- Specialist Teaching Assistant Posts have been created, all specialists have regular mentor meetings ( at least 3 per year)
- 3 year plan for 'The Craft of Teaching' agenda item to be discussed over 3 or 4 weeks at teachers development meetings
- Written guidance produced to illustrate examples of good practice with supporting 'real life' evidence, discussed at the 1<sup>st</sup> teacher's development meeting of term's 2,4 and 6, such as completing zig zag books, social stories
- Professional dialogue between colleagues arranged on an 'individual needs' basis to discuss a specific item such as 'class files', 'writing lesson plans', sharing identified good practice
- Training available and any CPD needs identified at Multi Disciplinary Meetings, e.g. TOPS and Communication Team Meetings
- An extensive personalised CPD programme is put together for NQTs in their first two years of teaching supported by a mentor. This will be linked to the standards and will include opportunities for focussed good practice visits; time for reflection and professional dialogue with colleagues to support
- When the school hosts a person on the GTP (Graduate Teacher Programme), a carefully personalised induction and CPD support package is created by a mentor. This will include; time spent in different classes to observe good practice; focussed good practice visits; professional dialogue; monitored lessons and support whilst in mainstream placements and will be linked to the teaching standards.