



## **CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY (SCHOOLS)**

### **1. Statement of Purpose/Objectives**

1.1 This policy is intended to provide a framework to enable schools to:

- confirm the school's commitment to providing high quality CPD for all staff
- ensure that all staff feel valued
- ensure that there is common understanding in relation to CPD matters
- develop a skilled and knowledgeable workforce that meets the current and future needs of the school
- clarify roles and responsibilities

1.2 The key principles of the policy are to:

- ensure fairness and equity of opportunity for all
- ensure that national, local and school priorities are reflected in the school's training and development plan
- seek to balance individual needs, aspirations and personal fulfilment with the school's strategic priorities
- raise the importance of learning and development for all
- support continual performance improvement as a core value

### **2. Scope**

2.1 This policy applies to the whole school workforce and wider school community. It includes for example:

- teaching staff
- support staff e.g. teaching assistants, administration and clerical staff, cleaning and supervision staff, technical staff and pastoral staff
- the head teacher and senior leadership team
- governors
- volunteers

### **4. Roles and responsibilities**

4.1 Governors - the role of the governing body is to take a strategic overview of CPD ensuring that:

- CPD is promoted as a central element of school improvement
- systems are in place to effectively identify professional development needs e.g. an effective training needs analysis tool
- a whole school training and development plan is in place
- adequate funding is allocated to meet identified priorities, ensuring value for money principles are met
- the principles of equity and fairness are applied
- effective monitoring and evaluation takes place

- the impact of professional development on outcomes for children, young people and their families is a core consideration
- the head teacher has adequate access to training and development opportunities in order to support her/him to meet her/his performance management objectives
- the head teacher is encouraged to consider other relevant training opportunities, including relevant recognised qualifications

#### 4.2 **Head Teacher** - the role of the head teacher is twofold:

1. To support the governing body to take a strategic overview of CPD
2. To ensure the operational delivery of CPD in the school

This includes ensuring that:

- CPD is promoted as a central element of school improvement
- systems are in place to effectively identify professional development needs e.g. an effective training needs analysis tool
- an appropriate and effective training and development plan is in place in the school
- adequate funding is allocated to meet identified priorities, ensuring value for money principles are met
- the principles of equity and fairness are applied
- effective monitoring and evaluation takes place
- the impact of professional development on outcomes for children, young people and their families is a core consideration
- staff have adequate access to training and development opportunities in order to support them to meet their performance management objectives
- staff are encouraged to consider other relevant training opportunities, including relevant recognised qualifications

#### 4.3 **CPD Co-ordinator /CPD Leader** - the role of the CPD Co-ordinator is to:

- promote CPD as a central element of school improvement
- oversee and manage the school's CPD processes e.g. induction, training needs analysis, and monitoring and evaluation
- ensure the CPD process assists colleagues in developing their professional practice
- report progress and impact of CPD activities to relevant bodies
- maintain effective links with internal and external groups linked with CPD
- ensure adequate funding is allocated to meet identified priorities, ensuring value for money principles are met

#### 4.4 **Whole School Workforce** (as defined paragraph 2) - the role of each member of the whole school workforce is to:

- actively plan their own professional development, including the identification of training and development needs
- review their own professional practice
- actively contribute to professional development discussions
- maintain a record of training and development activities
- review the impact of training and development activities on their professional practice

- review the impact of their own professional development on the outcomes for the children, young people and families with whom they work
- be willing to consider undertaking appropriate training towards nationally determined qualifications or relevant training programmes
- share/disseminate best practice with colleagues

## 5 Core CPD Activities

Blackburn with Darwen Borough Council recognises the value of the Investors in People award which is a nationally recognised standard based on good practice principles.

The following core CPD activities would provide a framework that would enable a school to work towards meeting the liP Standard.

**5.1 Induction** - all staff should receive an appropriate induction within the first month of their start date. As a minimum, this should include the following:

- the organisation e.g. layout of school buildings, school structures, policies and procedures
- the team e.g. introduction to appropriate staff and immediate colleagues
- job role e.g. discussion to clarify job role and expectations

This is in addition to induction programmes provided by the Local Authority e.g. NQT Induction programme, Support Staff Introductory Training.

**5.2 Training Needs Analysis** - all staff should be given the opportunity to:

- identify their own training and development needs
- discuss and review their training and development needs
- access appropriate and relevant training and development opportunities

**5.3 Performance Management** – is part of an ongoing professional dialogue and all staff should be given the opportunity to meet with the head teacher or a nominated person to:

- discuss and review their performance
- review their strengths and areas for development
- agree training and development needs and how best to meet them
- agree future expectations/objectives

**5.4 Monitoring and Review** - appropriate arrangements should be put in place in order to:

- ensure that agreed training and development activities are undertaken
- review initial feedback on the training and development activity undertaken
- share/disseminate best practice with colleagues

**5.5 Evaluation** - appropriate arrangements should be put in place in order to:

- promote the need to evaluate the costs and benefits of training and development as a basis for effective decision making
- demonstrate that the training and development of people improves the performance of the organisation, teams and individuals
- assess the impact of training and development activities on professional practice

- feedback the evaluation of training and development opportunities to the Headteacher through agreed channels.

## **6 CPD Opportunities**

The following are examples of potential CPD opportunities:

- collaborative learning within school e.g. team teaching, classroom observation and work shadowing
- network learning community e.g. meetings with subject specialists, cross-curricular meetings
- coaching and mentoring
- job enrichment/enlargement/rotation e.g. broadening duties, increased duties and the opportunity to change roles
- seeking professional advice and guidance e.g. from an experienced colleague, a local authority officer, a professional association.
- school visits to observe best practice
- secondments
- exchanges and placements
- course attendance e.g. course provided by Local Authority, professional association, or private training provider which may or may not be accredited.
- professional study e.g. degree
- open learning
- work based accredited learning e.g. National Vocational Qualifications
- research and project work
- distance learning

## **7 Approving Body & Date - Schools LJNCC 11<sup>th</sup> March 2020**