



GRASMERE ACADEMY

Continuing Professional Development Policy (CPD)

Policy Reviewed: February 2017

Next Review: February 2018

Introduction

Grasmere Academy recognises that the effective induction and continuing professional development of all staff is vital to school improvement and the personal and professional fulfilment of individuals. This policy sets out the academy's commitment to continuing professional development (CPD) and the responsibilities of all staff for their own professional development. This policy applies to all staff in the academy.

Aims

This policy is designed to ensure that:

- all staff are engaged in effective professional development that supports the school's planning for improvement, and
- supports employee job satisfaction and career progression.

The aim of offering CPD is to:

- improve the quality of teaching and learning and standards of achievement
- encourage staff to take responsibility for updating their skills and knowledge according to their job and career aspirations, and to
- guide staff in their career planning.

Roles and Responsibilities

The Governing Body has a duty to ensure ongoing school improvement. An aspect of this is to encourage staff to reflect upon and improve their practice and to ensure resources are available to provide focused CPD to support them. By planning focused CPD for each member of staff in line with the priorities for school improvement, the academy aims to meet the needs of each individual as well as the academy. In this way, all staff CPD planned by the academy should align with the school improvement agenda.

The Head Teacher is responsible for taking account of performance review outcomes in school improvement planning and ensuring there is an effective plan for the professional development of the academy workforce.

CPD provision

The academy aims to consider, on an annual basis, every member of staff's training and development needs and how to address them, bearing in mind the member of staff's professional aspirations. The CPD requirements for each member of staff should occur in their annual performance management planning meeting, and be implemented throughout the school year.

CPD Plans

Every member of staff in the school should have an Individual Action Plan which is updated at least twice per academic year. This forms part of the Appraisal planning meeting and should be intrinsically linked to this process.

This should set out:

- their professional development needs
- the action that the school plans to take to address them

The Individual Action Plan is then passed to the CPD Leader/ Coordinator, to be implemented. At Grasmere Academy, the CPD Coordinator is the Headteacher.

Support for Reviewers

The academy undertakes to ensure that members of staff who propose CPD opportunities to other members of staff are adequately supported and trained, so that all planned CPD is;

- appropriate
- timely
- in line with the school's priorities (set out in the school improvement plan)
- mindful of the member of staff's capabilities and aspirations
- feasible for the school to deliver or arrange
- fair and non-discriminatory
- mindful of the member of staff's need for an appropriate work-life balance.

Equal access

All members of staff are entitled to equal access to high quality support and professional development. The academy strives to ensure that, as far as possible, arrangements for CPD and the implementation of CPD are undertaken in a fair and non-discriminatory manner, bearing in mind the provisions of the relevant anti-discrimination legislation that apply to all employees working in schools.

Resource allocation

The School Improvement Plan and budget allocation for the school year have an impact on the range of CPD opportunities that the school can support.

The budget for CPD is determined by the Governing Body on an annual basis. The Governing Body will ensure in their budget planning that, as far as possible, adequate resources are made available for staff training and support. However, if there is limited funding available, priority will be given to CPD that is deemed to raise standards where most needed. The priorities for CPD will be determined by the Governing Body in conjunction with the Head Teacher, who will inform all staff.

Where CPD is seen as a requirement within a performance management objective, and has been prioritised according to any prevailing budgetary constraints, staff will not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in their planning statement has not been provided.

CPD opportunities

The school provides information of the CPD opportunities for:

- Support Staff
- pre-threshold teachers
- post-threshold teachers
- staff in the leadership group
- the Head Teacher

CPD opportunities are offered

- within school
- through links with other schools
- beyond the school

Information may be updated on an annual basis and may depend on budget allocation for any given year.

An appropriate induction programme will be provided for all staff.

CPD Providers

CPD can come from a range of sources. The academy, with the CPD Leader, is responsible for ensuring that those delivering a CPD activity:

- have proven recent or current experience
- operate within a quality assured framework.

Potential sources of CPD provision include (but are not limited to):

- school staff who have particular expertise or experience
- a local cluster group of schools
- directly from local authority advisory staff, consultants, link inspectors / advisers and School Improvement Partners (SIPs)
- Local Authorities CPD directory
- advanced skills teachers
- private Sector providers
- Local Authority Multi-Agency training matrix
- North Tyneside Learning Trust
- Shiremoor Teaching Schools Alliance

The role of the CPD Leader

The Head Teacher is the CPD coordinator at Grasmere Academy. In the absence of the Head Teacher, another member of the Senior Leadership Team will assume this responsibility.

The CPD Leader is responsible for ensuring that:

- a CPD Plan exists, ensuring cohesion with other school planning cycles
- resources and time, are allocated appropriately to each member of staff in order for them to meet the commitments laid out in their Training and development Annex or CPD plan
- there is evaluation of impact on pupil progress and well being.
- providers of CPD (internal or external) are quality assured to deliver the required training.
- CPD opportunities are organised efficiently and to budget
- every member of staff is recommended to maintain their own CPD portfolio

Monitoring and Evaluation

The CPD Leader is also responsible for monitoring and evaluating the degree to which CPD activities have had an impact on enabling the schools to meet its priorities; ensuring CPD has been cost-effective in terms of quality of provision and the fulfillment of any standard performance criteria fixed by the academy and listed in the School Improvement Plan; and the degree to which CPD has supported individuals to meet their appraisal objectives and wider career aspirations.

Monitoring will inform the school's self-evaluation and future planning.

Grasmere Academy's expectations of its staff

All members of staff have a responsibility to:

- evaluate their own performance on a regular basis
- assess their skills, knowledge and understanding against the relevant professional standards
- inform the school of any training and development needs that they feel they have
- attend the CPD activities that have been arranged for them
- inform the CPD Leader in good time if they are unable to attend any CPD activity that has been arranged for them
- participate fully in any CPD activity that is arranged for them, and make the most of the opportunities presented
- maintain a record of CPD attended and give feedback to other staff members where appropriate

Review of this Policy

The Governing Body will review this policy on a regular basis. The review takes into account the Head Teacher's annual report, which informs the Governing Body of the staff's training and development needs and the effectiveness of the current CPD Policy. This report will include:

- the implementation of Appraisal and CPD policies,
- the effectiveness of those procedures

- the training and development needs of staff
- equality monitoring, and
- details of any appeals.

Links

The academy acknowledges the links between CPD and the school's priorities.

This policy should therefore be read in conjunction with:

- the School Improvement Plan
- the summary self-evaluation document
- the appropriate professional standards
- the Appraisal Policy
- staff job descriptions

Signed:_____ Head Teacher

Signed:_____ Chair of Governors

Grasmere Academy Continuous Professional Development Proposal – February 2017

Context:

The aim of the internal CPD programme is to improve the Quality of Teaching and Learning and, through that, raise student achievement at Grasmere Academy.

This programme is about a series of sessions and activities that are:

- Reflective
- Designed to help us improve our skills, knowledge or understanding
- Supportive of the needs of staff as individuals.
- Intended to improve professional practice
- Provide support for whole school and appraisal targets.

Key Information:

- ✓ CPD sessions on Monday nights will run from 3.30pm – 4.30pm and Teachers and Teaching Assistants will attend.
- ✓ All staff will attend 12 sessions throughout the rest of this academic year – split into 2 blocks of 6 with specific research areas linked to Ofsted AFI's (November 2015)
- ✓ A completion of 12 hours will entitle staff to the combined equivalent of 2 days of Inset Training. (03.01.17 & 05.06.17)

Key Principles of CPD at Grasmere Academy

Professional Development is now a constant aspect of teaching. The standard is that all staff, regardless of their experience and time in the classroom, must work on improving and, equally as important, developing practice. This is now a culture of our learning community. The sessions are 6 week blocks, made up from outlining and exemplifying outstanding practice followed by action research in classrooms culminating in sharing good practice sessions, where staff will present for 15 minutes each on strategies that they have used. These sessions will take place across a series of weeks in

order to allow participating staff adequate time to reflect on strategies and learning.

CPD and Appraisal:

This appraisal cycle, targets have been closely matched towards Ofsted AFI's and the CPD planned will form an integral part of meeting the criteria for this achievement.

2016 - 2017

Block 1: Science

Date	Session
01.11.16	Working Scientifically
15.11.16	Investigations
29.11.16	Writing up investigations in interesting ways

Block 2: Inclusion

Date	Session
09.01.17	Differentiation and Challenge
23.01.17	Action research feedback session
06.02.17	Raising boys achievement – Gill Kemp

Block 3: Literacy

Date	Session
24.04.17	Inference and training – Eve Morten
25.04.17	Inference and training – Eve Morten
02.05.17	Grammar training – Eve Morten

Block 4: E-learning

Date	Session
15.05.17	E-learning
22.05.17	E-learning
12.06.17	E-learning