POLICY TITLE: Continuing Professional Development (CPD)

STATUS: Recommended

REVIEWED BY: TEFAT

DATE of REVIEW: July 2013

The Academy is a "learning community" where all are involved in a continuous process of development and improvement. There will be a rigorous focus on the quality of teaching and learning, improving standards and developing leadership. The aim of this policy is the creation of learning communities in which supportive and collaborative cultures build the capacity for continuous self-improvement.

All Academy staff shall have an entitlement to high-quality induction and continuing support and development. Arrangements for accessing CPD will be publicised to all staff. All staff will have opportunities to discuss their professional development needs and CPD planning will be integrated with the Academy development plan.

The Academy's CPD provision will allow staff to develop progressively, with reference to recognised competency frameworks such as the TDA's teacher standards frameworks, competency descriptions for teaching assistants (known locally as LSA's), HLTAs and business support staff. The Academy will support professional recognition including accreditation of the CPD undertaken and will obtain appropriate quality standards that support effective CPD, e.g. Investors in People and CPD Mark.

Identifying CPD Needs

The Academy will have a named CPD Leader. The CPD Leader will receive training and support as appropriate in order to fulfil this role effectively.

The CPD Leader will be responsible for identifying the Academy's CPD needs and those of the staff working in it. Such needs will be identified from the Academy's Development Plan, performance management, self-evaluation, national and local priorities, other 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 plan which will form part of the Academy Development Plan.

The CPD Leader will discuss annually with the Principal and Local Governing Body the Academy's CPD priorities and budgetary implications. CPD issues will be considered at Local Governing Body meetings and be included as part of the Principals regular reports. The CPD Leader will attend appropriate Local Governing Body meetings and, at least annually, present a report on the provision and impact of CPD.

The CPD Leader will ensure that appropriate opportunities are provided for the following groups of the Academy community:
- Newly Qualified Teachers
- Other staff new to the Academy or role
- Teachers in their early years
- Teachers with 5 years+ experience
- Teachers specialising in teaching particular groups of learners
- Advanced Skills Teachers, Fast Track and Lead Teachers
- Middle Leaders
- Senior Leaders in their early years
- More experienced senior managers
- Senior support staff including Business Managers, ICT Systems Managers and Premises Managers
- Learning support assistants, EAL support, language assistants and learning mentors
- Student Services Support Staff
- Lunchtime supervisors
- Secretarial and administrative staff including librarians
- Technicians including Science, DT and ICT
- Cover supervisors and other employed staff who regularly provide cover and those seeking to return to the profession
- Beginning teachers e.g. GTP

CPD Provision

CPD provision will fully reflect the DfE Code of Practice in that it will:
- Meet identified individual, academy or national development priorities
- Reflect current best known practice
- Demonstrably raise standards
- Respect cultural diversity
- Be provided by those with the appropriate experience, expertise and skills
- Be planned systematically
- Make effective use of resources, particularly ICT
- Be provided in accommodation which is fit for purpose with appropriate equipment
- Provide value for money
- Have effective monitoring and evaluation systems

The Academy will support a wide portfolio of CPD identified according to "Best Value" principles and which reflect the learning needs of the participants. These will include:

- In-house training using the cross-phase expertise available within the Academy and collaborative activity (e.g. collaborative teaching, planning and assessment, classroom observation, peer observation and evaluation, collaborative enquiry and problem-solving, modelling)
- Drawing on expertise within the regional TEFAT Cluster and offering expertise to the regional and national pool
- Coaching and mentoring
- Role enrichment (e.g. a higher level of responsibility, deputizing, mentored guidance for taking on further responsibility within role, job sharing, acting roles, job rotation, shadowing, leading meetings)
- Producing documentation or resource, teaching materials, assessment packages, ICT or video programmes
- Accessing an external consultants/advisers or relevant experts such as an Advanced Skills or Lead Teachers
- Master classes, model and demonstration lessons
- Role play, simulations
- Collecting and collating pupil feedback, data and outcomes
- Lectures, courses or conferences
- Visits to observe or participate in best practice
- Research
- Secondments, exchanges and placements (e.g. within a regional or national organisation, exchanges or placements with a colleague, an academy, higher education, industry, international exchange or involvement with Governing Body).
- Postgraduate and other qualifications
- Distance learning
- Practical experience (e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)
- External partnerships (e.g. with a colleague, group, subject, activity or academy-based team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as a Network Learning Community)

All those engaged with CPD will be encouraged to:

- Reflect on their development using appropriate mechanisms such as the Teachernet Career Development Portfolio.
- Seek professional recognition, including accreditation for the work undertaken.

Before engaging in any professional development, the participant will discuss with the CPD Leader the opportunities to disseminate to other staff. Relevant feedback about the provision should be provided for the CPD Leader.

Evaluation

The CPD Leader will review provision annually to ascertain whether any aspects of the CPD provision (identified programmes and quality of training providers) do not represent value for money. The CPD leader will then make appropriate recommendations to the Principal and Local Governing Body.

The CPD Leader will be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. This will be undertaken at a variety of levels and at intervals including:

- Immediate evaluation by participants
- Longer term follow up for a sample of CPD undertaken as part of the performance management process

Use will be made of appropriate DfE and other documentation. Evaluation will also take account of objective data and impact measures such as:

- Attainment and progress
- Record keeping
- Evidence of effective teaching and learning such as creativity, autonomy, and the range of teaching and learning approaches
- Staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration and readiness to reflect on practice
- Graded lesson observations
- Student enthusiasm, engagement and commitment
- Recruitment and retention
- Career progression and succession planning

The CPD Leader will provide an annual report to the Local Governing Body on the range and impact of CPD undertaken and future Academy needs. The CPD policy will be reviewed annually by TEFAT.

DATE OF NEXT REVIEW: July 2014