

# CPD POLICY

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| Signatures:<br><br>Chair of Governors<br><br><br>Headteacher |   |



FEARNHILL SCHOOL

## **Rationale**

Fearnhill School is committed to providing high quality opportunities for appropriate and planned professional development. The school recognises that a school's most valuable resource is its staff and that a coherent and progressive approach to professional and personal development raises standards, improves morale and assists recruitment and retention.

## **Aims, Principles, Values and Entitlements**

1. Fearnhill School is a "learning community" where all are involved in a process of continuous improvement and enrichment. The school is committed to fostering a positive climate for learning. Professional development is the means by which the school is able to motivate and develop its community. It does so at a variety of levels – individual, team, whole school and through wider networks.
2. The school believes in the DfE philosophy that effective staff should "take ownership and give a high priority to professional development". The ultimate aim is the improvement in the practice of individuals and teams through the creation of learning communities in which supportive and collaborative cultures directly extend the capacity for school improvement. At Fearnhill School professional development is coordinated by the Assistant Head with responsibility for professional development.
3. All staff at Fearnhill School have equality of access to high quality induction, re-induction following an extended period of absence and continuing support and development. All staff will have regular opportunities to discuss their professional needs through the Performance Appraisal process, line management and other professional dialogues.
4. The school's professional development provision will allow staff to develop skills and competencies progressively, building on and reinforcing existing skills identified in the appropriate Competency and Standards Frameworks.

## **Roles and Responsibilities**

1. The Assistant Head with responsibility for professional development will be responsible for identifying the school's professional development needs and those of the school community. Such needs will be identified largely through existing mechanisms such as the Performance Appraisal audit and process, the school's self-evaluation processes, the School Improvement Plan, Department and Year Improvement Plans, local and national priorities, internal and external monitoring and feedback and through informal and formal dialogues with individuals and teams. The outcome of the needs analysis will be the formulation of a strategic Professional Development Plan which will contain a clear vision of the effective or improved practice being sought and will have sharply defined outcomes.
2. Professional development requests should be addressed to the Assistant Head with responsibility for professional development who will assess the quality of the provision, the impact of the request in line with individual and school priorities and the extent to which it provides best value.
3. The Assistant Head with responsibility for professional development will be responsible for communicating relevant opportunities to relevant staff. Appropriate opportunities should be provided for the following members of the school community:
  - Teachers
  - Middle leaders/Subject leaders
  - Senior leaders

- Operational Staff
- Cover Supervisors
- Newly Qualified teachers
- Schools Direct trainees
- Student teachers
- Experienced staff new to the school or new to the role
- Returning to work staff
- Governors

4. As part of their role, Line Managers, Heads of Department and Heads of Year will be responsible for encouraging and supporting the professional development of their staff. Equally it is the responsibility of individual staff to further develop themselves through professional dialogue, participation in appropriate training and other professional development opportunities offered by the school.

### **Professional Development Provision**

1. The school will provide a personalised and differentiated professional development programme which includes:
  - In-school training using the expertise available within the school (collaborative teaching, planning and assessing, participation in the teaching and learning briefings and forums, staff meetings, literature club, lesson observations, peer observations, involvement in working groups, collaborative enquiry and modelling).
  - Coaching and mentoring (See school's Teaching and Learning Policy).
  - Friday CPD – a fortnightly cycle of interactive CPD sessions on a Friday lunchtime and a selection of recommended literature or blogs with which staff can engage.
  - Job enrichment/enlargement (higher level of responsibility, developmental roles, acting roles, co-opted roles, role rotation, shadowing, leading meetings).
  - Attendance at an appropriate lecture, course, seminar or conference.
  - Schools visits nationally to observe or participate in good and successful practice.
  - Action research opportunities.
  - Statutory provision.
  - Access to external consultants/advisers or relevant experts.
  - Skills-based training.
  - Access to the staff library and school intranet.
  - Dialogues with students and colleagues to reflect on working practices.
  - Distance learning (relevant resources such as educational journals and publications, training videos, social media, e-learning, reflection).
  - External partnerships – formal and informal partnerships with other institutions.
  - Work within the North Hertfordshire Teaching Alliance.
  - Secondments, placements, brokered work and exchanges. This is dependent on time served and individual circumstances and is at the discretion of the Headteacher.
  - Practical experiences – examination board marking, opportunities to present a paper, contribute to INSET or training programmes, coordinating or supporting a working group or forum.
  - Teaching staff are provided with a CPD outline, which identifies potential development pathways and CPD opportunities (Appendix 1).
  - Support staff are provided with CPD opportunities and pathways which are bespoke to their role. Individualised provision is identified and monitored through the school's appraisal process. Monitoring is focused on the meeting of Support Staff Standards (Appendix 2) and Support Staff Professional Skills (Appendix 3).

All CPD is uploaded to the Fearnhill CPD Google Classroom to ensure all staff have access and can engage with content.

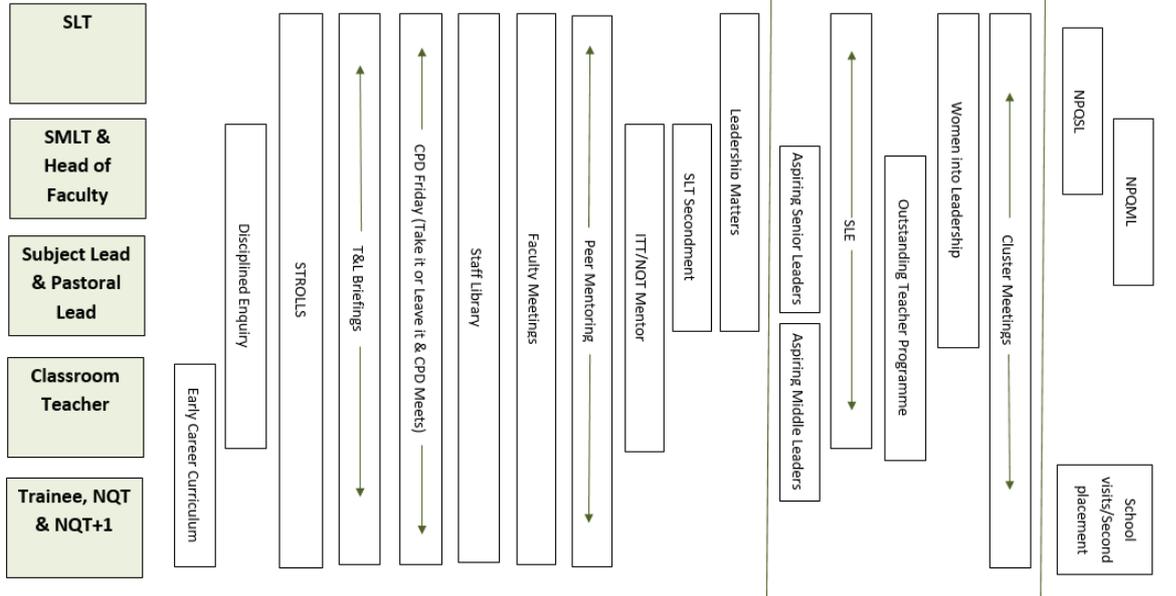
### **Monitoring and Evaluation**

1. Following professional development opportunities, the participant will complete a feedback form for the Assistant Head responsible for professional development indicating how they will disseminate the information/training to other relevant staff. The feedback will also include an evaluation of the quality and the impact of the provision.
2. The monitoring and evaluation impact of CPD provision and engagement will form an integral part of regular performance management and appraisal at Fearnhill School.
3. The Assistant Head responsible for professional development will be responsible for monitoring and evaluating the impact of professional development at Fearnhill School, using a range of monitoring and evaluation mechanisms.
4. Annually the Assistant Head responsible for professional development will provide a report to the Governing Body indicating the impact of the provision undertaken and an outline of future needs. The assessment of the impact will make reference to:
  - Student and school attainment and progress
  - Quality of teaching and learning
  - Increased staff confidence and evidence of reflective feedback
  - Increased student understanding and enthusiasm
  - Stakeholder feedback
  - Recruitment, retention and career progression

# APPENDIX 1: Teaching Staff CPD Outline



Career Stage  
Specific CPD



Arrows signify where that particular CPD option has varying levels (mentor v mentee, deliver v attendee etc.)

**Support Staff Standards**

**1. Job and Professional Knowledge/Skills**

- Maintain a high level of professional knowledge/skills
- Use these skills to achieve whole school objectives

**2. Commitment and Motivation**

- Taking personal responsibility for your own development
- Demonstrate self-motivation and commitment towards achieving results
- Apply yourself in a positive manner (to achieve whole school objectives)

**3. Planning and Personal Organisation**

- Maximising efficiency, prioritising workload appropriately
- Focusing on the right areas to ensure success in your role
- Focusing on the right areas to meet whole school objectives

**4. Relationships with Colleagues and Team Working**

- Building and maintaining productive and harmonious relationships
- Build relationships within your team and across the school
- Work effectively with others to achieve results in your job
- Work effectively with others to achieve whole school targets

**5. Communication**

- Effectively communicate appropriate information
- Use a range of mechanisms to ensure clarity and understanding
- Communicate to achieve whole school objectives

**6. Problem Solving and Decision-Making**

- Analysing problems and evaluating options
- Identify most appropriate solutions
- Taking effective action through sound judgement

***Additional Skills and Behaviour for Managers/Leaders***

**7. Managing Objectives**

- Making the best possible use of your resources at work
- Prioritising appropriately
- Ensuring resources and efforts are focused on whole school objectives

**8. Managing People**

- Effectively leading and managing a team,
- Dealing with team and individual problems
- Counselling and coaching others to achieve results
- Encouraging and supporting the team in their activities

## **The Vision for Coaching**

At Fearnhill School we will have an inclusive coaching culture which is deeply embedded, respected and considered the norm. It will be accessible to all, focussed on professional development and conducted in a safe and confidential environment. It will be valued and supported in order to help create a whole school culture that embraces a positive attitude to change and is confident to take risks. As a result, coaching will be a major contributor to the growth and development of a thriving, self-believing community.

## **Aims**

1. At Fearnhill School the coaching programme supports our aspiration to achieve consistently outstanding outcomes across the school. Coaching supports colleagues to raise the level of challenge and achievement in their roles, in order that all stakeholders are able to make significant and excellent progress.
2. At Fearnhill School coaching is available to staff as part of their professional development. This underpins our ethos and commitment to our staff and their development, as well as placing learning at the core of our organisation.

## **What is Coaching?**

1. Coaching is designed to bring about change and improvement in the medium to long term. It is about learning, reflection and growth, and about improving performance over time. The effective use of questioning is paramount to this process (see Appendix 1).
2. Coaching involves someone working with an individual or small group with the ultimate aim of improving their performance.
3. At Fearnhill School coaching is seen as helping people to help themselves through a series of inputs, which encourages them to reflect on their own practice in order to generate an improvement in the quality of learning and teaching.
4. Coaching is not about making judgments. As such, the coaching system remains entirely confidential and separate from the performance management system. Staff can access or be directed to have coaching as a result of their performance management review, but no part of the coaching process can be used as evidence to judge any member of staff's performance.

## **The Principles of Coaching**

- Allows for structured professional dialogue.
- Creates an atmosphere of trust leading to deep professional learning.
- Establishes confidence creating opportunities for innovation in teaching and learning.
- Allows for collaboration leading to a sustained commitment to extend skills and knowledge and model good practice.
- Evolves to allow for the recipient to take increased responsibility for their own professional development as skills, knowledge and self-awareness increase.

## **The Power of Coaching**

- Through coaching transformational changes to practice and behaviour can happen.
- Coaching is non-directive and non-judgemental.
- Helps an individual solve their own problems through listening, reflecting and asking questions.
- Provides a critical friend who can help their peers view fresh perspectives.
- If used well, coaching can be a highly influential process of change.
- Focuses on doing things more effectively and moving learning forward.

## The Benefits of Coaching

- Highlights what is **working well**.
- Cascades **good and best practice**.
- Is cost effective and **highly motivational**.
- Provides a whole organisation **framework for change**.
- A **self-sustaining** model for **continuing professional development**.
- Can focus on the OFSTED requirements for what makes an **outstanding teacher**.

There are three types of coaching at Fearnhill School:

- **Intervention Support 1:1.** Teachers in need of coaching will be identified through the school's quality assurance or performance management processes. A more effective teacher will be asked to coach a teacher in need of support.
- **Peer coaching or the use of critical friends.** This sort of coaching often supports the development of new classroom strategies and/or action research, and is often self-initiated. Any number of teachers can be involved.
- **Trio-coaching.** This is often a combination of the above. More usually two teachers work with a more effective colleague.

## How Can Coaches Develop their Skills?

It is an important aspect that those teachers that act as coaches reflect on and develop their own skills. There are three levels to this:

- Colleagues who have never been a coach need attend either an internal or external coaching course before they coach others.
- Colleagues who have been coaches and want to enhance their skills can perform a coaching cycle with a third member of staff who is more experienced.
- Colleagues who wish to train other coaches need to attend a further internal or external coaching course to advance their skills.

## Evaluating Coaching

As the outcomes and evidence from a coaching cycle are confidential they cannot be used to make a judgement about any member of staff. However, coaches should use a pro-forma (see Appendix 2) to make notes during the process and use this to help evaluate the impact of their coaching.

Annually, there will be an evaluation of all coaching that has taken place in the school that year. This will be used to ensure the school is gaining value for money on this aspect of its CPD budget. The Assistant Head with responsibility for Teaching and Learning has accountability for this.

Fearnhill School uses the GROW method of coaching

|                    | Objective   | Example Questions   |
|--------------------|---|---|
| <b>Grow</b>        | <ul style="list-style-type: none"> <li>• Agree the discussion topic</li> <li>• Agree specific objectives for the session</li> <li>• Set a long-term goal or aim if this is appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>• What would you like to discuss?</li> <li>• What do you want to achieve in this session?</li> <li>• What differences would you like to see on leaving this session?</li> <li>• Do we have sufficient time available to for you to attain this?</li> </ul>   |
| <b>Reality</b>     | <ul style="list-style-type: none"> <li>• Invite self-assessment of topic &amp; situation</li> <li>• Give specific examples of feedback</li> <li>• Check assumptions for validity</li> <li>• Discard irrelevant assumptions &amp; history</li> </ul> | <ul style="list-style-type: none"> <li>• How do you know that this is accurate?</li> <li>• How often does this occur?</li> <li>• What impact or effect does this have?</li> <li>• Are there other factors that are relevant?</li> <li>• What is X's perception of the situation?</li> <li>• What have you done or tried to date?</li> </ul>   |
| <b>Obstacles</b>   | <ul style="list-style-type: none"> <li>• Identify obstacles</li> <li>• Find out if the coachee believes there is more than one</li> <li>• You should consider &amp; discuss the different types: people, resources, environment, etc.</li> </ul>    | <ul style="list-style-type: none"> <li>• What prevents you from achieving your goal?</li> <li>• What else could be preventing you?</li> <li>• What personal changes do you think you would have to make to achieve your goal?</li> <li>• What is hindering you from changing?</li> <li>• Do any of your direct or indirect behaviors, attitudes, competencies, skills, etc. contribute to or help to maintain the situation?</li> </ul> |
| <b>Options</b>     | <ul style="list-style-type: none"> <li>• Make sure to cover the full range of options</li> <li>• Invite suggestions from the coachee</li> <li>• Offer suggestions carefully</li> <li>• Ensure coachee makes the option choices</li> </ul>           | <ul style="list-style-type: none"> <li>• What alternatives are there to that approach?</li> <li>• Who might be able to help you?</li> <li>• Would you like me to make suggestions?</li> <li>• Can you identify the pros and cons for that option?</li> <li>• Do you have a preferred option you'd like to act on?</li> </ul>  |
| <b>Way Forward</b> | <ul style="list-style-type: none"> <li>• Get a commitment to act</li> <li>• Identify the potential obstacles</li> <li>• Plan detailed actions within a set timeframe</li> <li>• Agree what support will be given</li> </ul>                         | <ul style="list-style-type: none"> <li>• What are your next steps?</li> <li>• What timeframe will you set?</li> <li>• Can you anticipate anything getting in your way?</li> <li>• How will you keep a log of your progress?</li> <li>• What support might you need?</li> <li>• How and when can you get that support?</li> </ul>  |

**APPENDIX 3ii - COACHING RECORD PRO-FORMA**

| Date               | Activity   |
|--------------------|--|
| Cycle 1            |  |
| Initial discussion | What issue was identified for coaching? Why did you choose this issue? |
| Planning           | Agreed focus of planning for:  |
| Reflection         | What has been learned?   |
|                    | What actions will you (the coachee) now take?                          |
| Cycle 2            |  |
| Planning           | Agreed focus of planning for:  |

|   |   |
|---|---|
|   |   |
| Reflection  | What has been learned?                        |
|   | What actions will you (the coachee) now take? |
| What are the longer term reflections you (the coachee)?                     |   |
| What are the possible implications for the faculty/ wider school community? |   |