

CPD Policy

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SLT Responsible	Deputy Headteacher, Curriculum
Signature of Chair	
Signature of Headteacher	

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 Deputy Headteacher 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 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 Deputy Headteacher 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 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 need's 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 Deputy Headteacher 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 Deputy Headteacher 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
 - Extended leaders/Subject leaders
 - Senior leaders
 - Operational Staff
 - Cover Supervisors
 - Early Career Teachers
 - Schools Direct trainees
 - Student teachers
 - Experienced staff new to the school or new to the role
 - Returning to work staff
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, deliberate practice, involvement in working groups, collaborative enquiry and modelling)

- coaching and mentoring (See school's Teaching and Learning Policy)
 - the half-termly Teaching and Learning newsletter with links to research, videos and reading
 - 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 CPD library, and the Teaching and Learning Google Drive
 - 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 with local partner schools and the Alban Teaching School Hub
 - 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
 - operational and support staff are provided with CPD opportunities and pathways which are bespoke to their role
- Monitoring is focused on the meeting of Operational and Support Staff

Standards and Operational and Support Staff Professional Skills (Appendix 1)

Monitoring and Evaluation

1. Following professional development opportunities, the participant will complete a feedback form for the Deputy Headteacher 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 Deputy Headteacher 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 Deputy Headteacher 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: Operational and 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