

Dorchester Primary School



Continuing Professional Development Policy

Date Issued: December 2020
Ratified by Governing Body:
Review Date: December 2022

At Dorchester Primary School, we believe that the opportunity to develop professionally and personally improves standards and raises morale through professional fulfilment and that this in turn assists recruitment and retention.

Our school values all the people that work within it. Our aims talk of enabling our pupils to reach the highest level of personal achievement. If we are to achieve this aim, then all staff within the school have a part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. This policy provides the framework through which all staff are supported and professionally developed.

Provision of CPD

At Dorchester Primary School, CPD provision will allow staff to develop skills and competencies progressively, with reference to the Teacher Standards, NCTLs Leadership Programmes and competency descriptors for Teaching Assistants, Administration Staff etc. The school will, where possible, support the accreditation of the professional development of staff.

Opportunities for CPD will be linked to local and national priorities, such as:

- Those identified within the School Improvement Plan (SIP)
- Those identified as part of the appraisal process
- DfE guidance for newly qualified teachers (NQTs) and Recently Qualified Teachers (RQTs)
- Priorities identified within the Hull Collaborative Academy Trust (HCAT) development plan

Our school ensures that staff and governors have equality of opportunity without discrimination in seeking the highest levels of personal achievement.

All staff working in school receive an induction, as outlined in the Staff Handbook. Induction for parent helpers, volunteers, work experience students, supply staff and teachers from external agencies is supported by the Staff Handbook. All teaching staff are entitled to an annual appraisal, through which professional development needs may be identified to support negotiated targets for development. In addition, all support staff also receive an annual appraisal so that they own personal and professional needs can be discussed.

CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy. The school will participate in initiatives and projects that can be shown to have a positive impact of staff development, represents good value for money and can be accommodated within the constraints of the school.

Leadership and Management of CPD

The Headteacher and Senior Leadership Team (SLT) will be responsible for identifying the school's CPD needs and those of the staff working within it.

The CPD leader will be responsible for authorising any CPD activity and will be responsible for the evaluation of its impact.

There are robust, transparent arrangements for accessing CPD that are known to all staff. This process will include staff selecting CPD which they feel will benefit their development and/or enhance the quality of teaching and learning in the subject they lead. They then put a request in to the CPD leader, who will consider the request against the local and national priorities. The CPD leader will

then either authorise or reject the request, with a clear explanation as to why (in the event of a rejection). All CPD will be recorded on a yearly tracker.

There will be arrangements for annual discussions between staff and senior leaders to discuss the following within the context of school priorities:

- Needs and aspirations
- Methods of accessing CPD provision, including appropriate funding
- Accreditation opportunities
- Ways of disseminating training

Planning for Effective CPD

CPD will be planned to balance the use of resources with the aspirations and interests within staff. CPD opportunities should meet the following criteria:

- Meet individual, school or national development priorities
- Are based on good practice – in development activity and in teaching and learning
- Help raise standards of pupil achievement
- Respect cultural diversity
- Are provided by those with the necessary experience, expertise and skills
- Are planned systematically and follow the agreed program except when dealing with emerging issues
- Are based, where appropriate, on relevant standards
- Are based on current research and inspection evidence
- Make effective use of resources
- Are provided in accommodation which is fit for purpose with appropriate equipment
- Provide value for money
- Have effective monitoring and evaluation systems
- Enhance the reputation of the school

The Range of CPD Activities

In order to meet the needs of staff and to maximise the impact on teaching and learning within the school, a range of approaches to CPD will be used. These CPD approaches will include:

- Attendance at a course or conference
- In-school training using the expertise available within the school (Coaching and Mentoring)
- School-based work through accessing an external consultant or relevant expert
- School visit to observe to participate in good and successful practice (Sharing Excellence)
- Research opportunities (Evidence Champion)
- Distance learning
- Job enrichment/enlargement i.e. shadowing, acting roles
- Staff training days
- Membership of working groups (school and Trust wide)
- Placements and secondments

Recording and Disseminating

Staff are responsible (in negotiation with the CPD leader) for disseminating relevant professional development to the school community. The member of staff will plan the process by which to most effectively disseminate to other staff.

In order to ensure there is equal access and involvement in CPD by all staff, the CPD leader will keep a 'yearly tracker', which logs all CPD undertaken by all staff.

Assessing the Impact of CPD

Any CPD undertaken will be assessed in terms of its impact against/on a number of factors which include:

- Pupil and school attainment
- Improved teaching and learning
- Increased pupil understanding and enthusiasm
- Increased staff confidence
- Increased evidence of reflective practice
- Recruitment, retention and career progression/promotable staff

Assessing the impact of CPD will form part of the school's monitoring cycle and will be evidenced during lesson observations, book scrutiny, pupil progress meetings and appraisal reviews.

Reviewer: CPD leader