

Marden Bridge



Middle School

Believe, achieve, succeed.

CPD POLICY

Adopted By Governors – 10 February 2015
Date To Be Reviewed: November 2014
Date Reviewed 06 October 2014 – SLT
Changes Agreed 10 February 2015 RL (Governor)

MARDEN BRIDGE MIDDLE SCHOOL

CPD Policy

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

AIMS

This policy is designed to ensure that:

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

The aim of offering CPD is to:

- improve the quality of teaching, learning and standards of achievement
- encourage staff to take responsibility for updating their skills and knowledge according to their job and career aspirations
- guide staff 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, to ensure resources to provide focused CPD to support them.

By planning focuses for CPD for each member of staff in line with the priorities for school improvement, the school aims to meet the needs of each individual as well as the school. In this way, all CPD planned by the school should compliment the school improvement agenda.

The Headteacher 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 school workforce.

CPD provision

The school 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 a Training and Development Annex or CPD plan which is updated at least annually. This forms part of the Performance management 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 support staff in meeting their needs

The Training and Development Annex or CPD plan is then passed to the CPD Leader/Co-ordinator, to be implemented.

Support for Reviewers

The school undertakes to support members of staff who propose CPD opportunities to other members of staff with the aim of ensuring that they 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
- understanding of the member of staff's need for an appropriate work-life balance.

Equal access

All members of staff are entitled access to high quality support and professional development. The school strives to ensure that, as far as possible, arrangements of 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 Headteacher, who will inform staff.

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 leadership group
- The Headteacher

CPD opportunities are offered

- Within the school
 - Through links with other schools
- Beyond the school
- Occasionally nationally
 - Local Authority
 - North Tyneside Learning Trust

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 school, with the CPD Leader, is responsible for ensuring that those delivering a CPD activity:

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

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

- school staff who have particular expertise or experience
- a local cluster group of primary, secondary and/or special schools
- directly from local authority advisory staff and link inspectors/advisers
- advanced skills teachers
- private Sector providers
- local authority Multi-Agency training matrix

The role of the CPD Leader

The school will nominate a member of staff to be the CPD Co-ordinator. Wendy Dixon is the CPD Co-ordinator from October 2014 onwards, she will work closely with the head teacher.

The CPD Co-ordinator 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 has a CPD portfolio (optional)

Monitoring

The CPD Co-ordinator is also responsible for monitoring and evaluating the degree to which CPD activities have been cost effective and have had an impact on enabling the school to meet its priorities, and individuals to meet their performance management objectives and wider career aspirations.

The School's expectations of its staff

All staff have a responsibility to:

- evaluate their own proforma 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 Co-ordinator 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 professional portfolio of evidence and achievements (optional)

When staff attend course it is recorded on BMS. Any documentation/certificates will be kept in the Safeguarding or CPD file depending on the nature of the course.

Review of this Policy

The governing body review this policy on a regular basis. The review takes into account the Headteacher'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 Performance Management and CPD policies, the effectiveness of those procedures. The training and development needs staff, equality, monitoring and details of any appeals.

Links

The school recognises the links between CPD and the school's priorities. This policy should therefore be read in conjunction with:

The school Improvement Plan

The school's self-evaluation form for OfSTED

The appropriate professional standards

The school's performance management policy

Staff job description

| The school's recruitment, inclusion and retention planning.