Woolgrove School
CPD Policy

R Pritchard
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Equal opportunities lie at the heart of all that we do at Woolgrove School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school

1. A Vision for CPD – Principles, Values and Entitlements

Woolgrove School is committed to fostering a positive climate for continuous learning for all staff and pupils. We support the philosophy that "effective teachers should take ownership and give a high priority to professional development" (DCSF)

At Woolgrove we will strive to:

- Provide all staff (teaching, support, administrative, site management) and governors equality of access to high-quality induction and continuing professional development.

- Provide coherent and progressive opportunities for staff to develop professionally and personally.

- Provide all members of the school community with the opportunity through performance management and appraisal to discuss their professional development needs.

- Obtain appropriate quality standards in organisations that support effective CPD, e.g. Investors in People, Healthy Schools awards, Charter Marks, Basic Skills Quality Marks.

CPD planning will be linked and integrated with the school's improvement plan and be based on a range of information:

- The needs of the school as identified through its self-evaluation.

- Issues identified through monitoring, e.g. OFSTED, quality standards such as Investors in People.

- National and local priorities, e.g. national strategies, the LA's EDP (educational development plan), local community priorities.

- Performance Management and appraisal of staff.

- Feedback from staff and others, including governors, pupils and parents.

- The diverse and changing personal, social and educational needs of our pupils.

2. CPD Provision

Woolgrove School supports a wide range of CPD approaches. These include:

- Initial training for new staff as well as provision of line managers and mentors
- In-school training using the expertise available within the school (eg collaborative teaching, planning and assessment, working within a team, classroom observation, peer evaluation, focus groups, modelling, contributing to a training programme)
- Coaching and mentoring
- Job enrichment/enlargement (eg a higher level of responsibility, developmental roles, acting roles, co-opted roles, shadowing, leading meetings)
- On-going dialogue and development of Teaching and Learning via briefing, the CPD board and peer observation
- Up-to date ideas / resources through the staff meeting CPD feedback and other opportunities for sharing good practice/dissemination of ideas.
- The expertise/input of an Advanced Skills Teacher/Specialist Advisor to promote good learning and teaching
- Attendance at an appropriate course or conference
- School visits nationally and internationally to observe or participate in good and successful practice
- Postgraduate professional development and other qualifications from higher educational institutions as well as other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants and NCSL programmes including Leading From the Middle
- Research opportunities
- Distance learning (eg relevant resources such as educational journals and publications, training videos, e-learning, reflection)
- External partnerships (eg informal and formal partnerships with other institutions)

3. Leadership and Management of CPD

The CPD manager and Head Teacher shall be responsible for identifying the school's CPD needs and will be responsible for discussing with the SLT team and governing body the main CPD priorities and the likely budgetary implications of addressing these needs.

CPD issues will be addressed at governing body meetings and be included as part of the Head Teacher's report and will include the following if appropriate:

• 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 of staff.

The Role of the CPD Manager:

- To co-ordinate staff training and communicate INSET and training information to relevant staff.
- To make CPD information and opportunities readily available to all staff
- To monitor the quality and effectiveness of CPD provided.
- To assist in the organisation and planning of staff meetings and INSET days with the Head Teacher.
- To discuss with the Head Teacher professional development needs arising from performance management, appraisal and the School Improvement Plan, and to prepare reports for the Governing Body.
- To assist the head in gathering information for the school prospectus and annual report.
- To encourage all staff to take an interest in lifelong learning, including recognised qualifications.
- To advise on budget planning and to monitor expenditure on CPD training.

4. Recording and disseminating

- The CPD manager will provide directly, or organise, guidance to staff on producing and updating an appropriate professional development portfolio.

- Following professional development, the participant will discuss with the CPD manager the process by which to most effectively disseminate to other staff, e.g. relevant papers, session at a staff or subject meeting, etc.

- The CPD manager and staff will be jointly responsible for ensuring whether any follow up is needed to training, e.g. feedback to the provider and be responsible for any such actions.

- The CPD manager will work jointly with staff to ensure that up to date records of the training undertaken by colleagues are kept and advise the appropriate bodies where there are issues of equality of access and involvement.

- The CPD manager will produce a termly and annual review of training and outcomes of development undertaken by all staff.