

St Lawrence CE Primary School



CPD Policy

Ref : STLAW.034
Version 3.0

Revised: November 2018

Consultation with staff and Governors

and adoption of policy: Autumn Term 2018

Review date: Autumn Term 2021

1. Introduction

All staff and governors have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs. The emphasis will be on raising standards and improving the quality of teaching and learning.

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

- the needs of the school as identified through its self-evaluation;
- issues identified through other monitoring, e.g. OFSTED
- national and local priorities,
- Performance Management;
- feedback from staff and others, including governors, pupils and parents.

We have bought into the Local Authority Traded Services for the academic Year 2018 – 2019 who will support our CPD needs as a first provider whenever possible and appropriate. Governors will assess the service in the spring term each year in order to decide whether to buy this service again in the financial year ahead.

There are also opportunities to use independent consultants who are competitively priced and who may offer more appropriate training for our specific needs.

The school's CPD provision allows staff to develop skills and competencies in line with frameworks such as the DCSF Teachers Standards Framework and job descriptions for non-teaching staff.

We aim to ensure that CPD impacts on standards and pupil achievement, represents good value for money and can be accommodated within the constraints of the school

2. Leadership and Management of CPD

The Executive Head teacher is the CPD Coordinator who shall be responsible for identifying the school's CPD needs and will be responsible annually for discussing with the staff and governing body the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.

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:

- 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.

Annual discussions between staff and the CPD Co-coordinator will be organised to address the following within the context of school priorities:

- needs and aspirations;
- methods of accessing CPD provision including appropriate funding;
- accreditation opportunities;
- ways of disseminating the training.

Where appropriate, this will be combined with the Performance Management process.

3. Planning for effective CPD

The school arrangements for CPD will balance the judicious use of resources with the range of aspirations and interests of the staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- meet identified individual, school or national development priorities;
- help raise standards of pupils' achievements;
- respect cultural diversity;
- are provided by those with the necessary experience, expertise and skills;
- are planned systematically and follow the School Development Plan except when dealing with emerging issues;
- provide value for money;
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

4. Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- in-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert such as a lead teacher, model and demonstration lessons;
- attendance at a course or conference;
- school visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a beacon school;
- secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- partnerships, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, or special project working group
- creating an improved learning environment within the school.

5. Recording and Disseminating

Following professional development, the participant will discuss with the CPD Coordinator and other relevant staff (where appropriate) the content and outcome of the training.

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

6. Assessing the impact of the CPD

The CPD coordinator shall include his report to the governing body each summer term with an assessment on the benefits of CPD undertaken (and planned), as it relates to:

- 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.

Approval Information - Governors

Position	Chair of Governors/Parent Governor
Name	Mr Paul Evans
Signature	
Date	

Position	LA Governor
Name	Mrs Helen Ashby
Signature	
Date	

Position	Foundation Governor
Name	Rev H Morby
Signature	
Date	

Position	Foundation Governor
Name	Mrs P Jones
Signature	
Date	

Position	Co-opted Governor
Name	Mrs Alison Moore
Signature	
Date	

Position	Co-opted Governor
Name	Mrs Rachel Voiculescu
Signature	

Position	Staff Governor
Name	Mr Laith Al-Asmar
Signature	

Approval Information - School

Position	Executive Head Teacher
Name	Miss Helen Osterfield
Signature	
Date	

Position	Head of School / Class 1 Teacher
Name	Mrs Alison Moore
Signature	
Date	

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Position	Class 2 Teacher
Name	Mr Laith Al-Asmar
Signature	
Date	

Position	Class 3 Teacher
Name	Mrs Claire Standish
Signature	
Date	

Position	Class 1 & 3 Teacher
Name	Mrs Emily Barker
Signature	
Date	

Position	School Business Manager
Name	Mrs Amanda Care
Signature	
Date	

Position	School Administrator
Name	Mrs Michelle Stevens
Signature	
Date	

Position	HLTA
Name	Mrs Kerry Tudor
Signature	
Date	

Position	Cover Supervisor/Lunchtime Supervisor
Name	Mrs Tracey Jenkins
Signature	
Date	

Position	Cover Supervisor/Lunchtime Supervisor
Name	Mrs Caroline Sankey
Signature	

Position	Cover Supervisor/Lunchtime Supervisor
Name	Mrs Heather Kynaston
Signature	
Date	

Position	Teaching Assistant
Name	Mrs Anita Pollard
Signature	
Date	

Position	Apprentice
Name	Miss Olivia Meakin
Signature	
Date	