MAYFIELD GRAMMAR SCHOOL
GRAVESEND

CPD POLICY

Mayfield Grammar School, Gravesend

CPD Policy

1. Intent

To ensure the Staff Development process assists colleagues in developing their practices and enriches the quality of the educational provision of the whole school community.

Continuing Professional Development can be defined as:

"The design of high-quality professional development is as complex a discipline as the design of high-quality teaching. It requires the planning of programmes of connected activities with clarity about intended outcomes, and evaluation."

Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching.

<div align="right">DfE July 2016</div>

The specific aims of the CPD programme are:

1.1 To help individual staff at whatever stage or level of experience they are in their career to:
- keep up-to-date in their knowledge, understanding and skills
- respond appropriately to change
- take ownership of and responsibility for their own personal and professional development
- have a secure knowledge of the relevant subject(s) and curriculum areas
- broaden their experience
- increase job satisfaction
- prepare for different or increased responsibilities and roles
- be prepared for career advancement
- manage their workload and reduce risk of stress (develop resilience)
- contribute positively to school improvement and development
- reflect systematically on the effectiveness of lessons and approaches to learning
- know and understand how to assess their relevant subject and curriculum areas.

1.2 To help the school to:
- develop the school ethos and culture
- be effective in terms of school leadership and management at all levels
- carry out effective use of all staff skills and expertise in order to continually improve teaching and learning and to nurture the school as a learning organisation
- ensure continuity and forward planning of the curriculum, resources and partnership with parents and the wider community
- use a range of teaching and learning strategies to promote active learning, using higher order skills which will both allow students to progress and motivate them
- enable teachers to demonstrate deep knowledge and understanding of the subjects they teach
- have the skills to support students with or action pastoral and safeguarding issues
- draw together as a coherent process the school self-evaluation procedures, Appraisal and Professional Development Programme
- to build capacity and so ensure succession planning.

2. IMPLEMENTATION

2.1 Staff professional development needs are identified by means of:
- the School Self-review process
- the School Improvement Plan
- the Curriculum/Pastoral/Support Staff annual review and Development Plans, representing the views and interests of the whole team
- the Appraisal process, where objectives are rooted in the School Improvement Plan and Team Development Plans, and during which development needs are identified during the Autumn Term and communicated to the CPD Leader where they remain confidential
- collaboration between the ECT Induction Tutor and the Mentor to meet the particular needs of ECTs
- meetings and follow up feedback from the Curriculum & Pastoral Groups and Line Management meetings.

2.2 The CPD programme comprises a number of different strands, including;
- six Development Days, with one specifically assigned to the development of Teaching and Learning
- Training sessions
- courses run by outside agencies, which are disseminated by CPD Leader and Team Leaders
- internal INSET using time off timetable for individuals or teams
- peer observation for mutual support
- ECT Year 1 and ECT Year 2 Programmes
- Access via application to the NPQ Programmes
- Access via application to Chartered Teacher Programmes
- the Teaching and Learning Development Group
- support for completion of professional qualifications
- online whole school membership to CPD providers including The National College, Optimus Education, SSS Learning, Creative Education.
- collaborative teaching
- coaching or mentoring
- the encouragement of action research projects
- work shadowing
- succession planning
- publication of an in-house Learning & Teaching Bulletin
- provision of a Staff Development section in the LRC
- school visits
- working groups
- sharing of good practice and feedback from training opportunities through team meetings
- the work of SLT members responsible for leadership of learning and teaching and 6th Form Learning & Teaching Co-ordinator
- Department development time, Friday 2.25-3.25pm
- Support Staff have similar opportunities for their training which include external courses, online webinars and in-house training, whichever is more appropriate.

2.3 The programme is drawn up and reviewed regularly by the CPD Leader in consultation with the Senior Leadership Team, Curriculum Leaders, Learning Leaders, and support staff managers

2.4 The CPD Programme is conducted within the agreed Training and Development Budget, which is managed by the CPD Leader, in liaison with the Finance Office. Records are kept and

reviewed so that costs can be broken down in a number of ways, e.g. by individual members of staff, by Curriculum area, by level of experience and by management responsibility.

2.5   Staff attending courses or other activities:
- complete an evaluation via MS Forms, which is sent to them within two weeks of completing the CPD
- disseminate the information gleaned to the relevant groups of staff, either orally or in writing. This should be recorded in the relevant group minutes
- reflect on how the professional development activity will impact on their own development, their team's own curriculum planning, teaching and students' learning.

2.6 Curriculum and Learning Leaders who organise internal CPD should report back any outcomes in their Line Management Meetings.

2.7   Individual staff are encouraged to keep a record of all professional development activities undertaken, together with an evaluation of how they have impacted on their own teaching and their students' learning, with evidence where possible.

2.8 An Induction Programme is provided for all new staff, which includes:
- a day's visit before the start of the new year or the start of employment at the school which has a planned programme of Induction
- Induction materials
- a mentor on the staff
- a planned programme of support during the year, where appropriate.

The ECT Induction follows the guidelines laid out by the DfE which are detailed in the ECT Induction Policy.

3.   ROLES AND RESPONSIBILITIES

3.1   The CPD Leader will
- be responsible for the strategic leadership of CPD in the school along with the Senior Leadership team
- review the School Improvement Plan and the Department Development Plans with the Deputy Headteacher and liaise with each Curriculum Leader to inform the programme planning process and agree CPD needs
- plan school-based training and Development Days in consultation with the Deputy Headteacher and colleagues in the Teaching and Learning group and make arrangements for staff to attend outside courses
- work with the Finance Office on the administration of the budget and with the Senior Cover Supervisor on the day-to-day arrangements for the cover requirements for CPD
- ensure that staff development needs, identified via the Appraisal process, are met
- to ensure that the development needs of the ECTs are met
- review the procedures relating to CPD, including the policy, on a regular basis
- evaluate the CPD programme for the Headteacher and Governors' Curriculum and Staffing group, annually.

3.2   Curriculum/Learning Leaders will:
- analyse and agree staff development needs with their teams and give details of these on their Department/Pastoral Development Plans
- work with the CPD Leader to ensure that stated needs are met as far as possible
- ensure that what has been gained from an activity is fully disseminated and evaluated.
- support the delivery of the ECT programme including acting as a Mentor as appropriate

3.3   The Line Manager to new staff will:

- analyse and agree the staff development needs of new staff with the relevant Line Manager and staff themselves
- work with the CPD Leader to ensure that these stated needs are met as far as possible.
- be provided with appropriate CPD to ensure that they have the appropriate skills to assist in an interview process

3.4 Support Staff Manager will:
- analyse and agree the staff development needs of the office staff, premises manager, caretakers and lab technicians and give details to the CPD Leader
- work with the CPD Leader to ensure that these stated needs are met as far as possible
- evaluate the impact of the Support Staff training annually.

3.5 All staff disseminate what has been learned on development activities to appropriate staff via Department/Curriculum and Pastoral Group/Tutor meetings/Support Staff meetings or full Staff meetings, depending on the nature of the course.

3.6 All staff have the responsibility for their own professional and personal development and should endeavour to ensure that their needs are met in accordance with this school policy.

4. MONITORING AND EVALUATION

4.1 All activities will be evaluated as follows:
- Curriculum/Learning Leader will report the outcomes of any internal/external INSET in their minutes
- for Professional Development Days, staff will be asked to evaluate activities and agree action points as appropriate.
- external CPD will be evaluated by the member of staff using the MS Form sent by the CPD Lead within two weeks of completion.

4.2 Staff are encouraged to reflect on how their Professional Development opportunities have impacted on their own performance and on the performance of their students during Appraisal and Mid-Year Appraisal meetings. This can provide valuable evidence for job applications and threshold applications.

4.3 The CPD Leader will:
- review the progress made on the training plans and amend where necessary
- review the progress made in meeting Appraisal development needs
- review the budget spending
- report outcomes of these reviews to the Headteacher.

4.4 Curriculum Leaders will evaluate the impact of staff training for their teams, their students and on the school. This will form part of the Development Plan Review documentation. Learning Leaders discuss the same with their Line Manager which feeds into the annual Pastoral review.

4.5 In discussion with the Senior Leadership Team and the Curriculum and Pastoral Group, the CPD Leader will review the guidelines used to draw up the Professional Development Training Plans, the variety and appropriateness of opportunities available for Professional Development and how the programme could be improved. This should be done annually, but informal discussions will take place throughout the year as well.

Procedure for identifying, requesting and evaluation of Staff Development Opportunities

1. **Identification of Staff Training needs**
   - Individual needs are identified through the Appraisal process.
   - Team needs are identified through the annual Team Development Plan Review and planning process, including individual staff needs within the team to meet team targets.
   - As a result of the monitoring process.
   - Informal discussion.
   - Line Management meetings

   As a result of these discussions, line managers will identify the most appropriate form of development or training to meet the needs. This does not necessarily have to be an external course.

   These needs are then communicated to the CPD Lead:
   - through discussion of the annual Team Review which includes INSET needs.
   - as part of the Appraisal process.
   - through the completion of the Staff Development MS Form

2. **Process for requesting and evaluating Staff Training**
   - The request for training must be agreed and discussed as appropriate with the Line Manager
   - The Staff Development Request Form should be completed via the link on the VLE and submitted to the CPD Lead with course details for processing.
   - Once the request has been approved and processed, you will receive an approval email confirmation.
   - All staff who attend training courses are expected to share ideas and information with colleagues at the earliest opportunity. This might be minuted in Department Minutes.
   - An email requesting your evaluation will be sent to you to share your feedback via an MS Form.

   Explanation of Line Manager:

   Generally, this is the pattern:
   Senior Leadership Team: Line Manager = Headteacher or Deputy Headteacher
   LLs: Line Manager = Relevant member of the Senior Leadership Team
   Curriculum Leaders: Line Manager = FL/member of the Senior Leadership Team
   Subject staff: Line Manager = Curriculum Leader
   Tutors: Line Manager = Learning Leader
   Support Staff Managers: Line Manager = generally a member of SLT or Curriculum Leader
   Support Staff: Line Manager = Support Staff Managers.

   If there are queries, the CPD Leader will deal with them. The CPD Leader, in consultation with the Deputy Headteacher/Head Teacher will deal with whole school training issues. For Faculty Leaders, discussion of training needs can be done with the Faculty or with Line Manager, whichever is most appropriate.

3. **Dissemination of training**
   - Agenda item on team meetings, whichever team is the most appropriate.
   - Via a handout if appropriate.
   - Via the Learning & Teaching Bulletin.
   - Via Whole School Staff Development training.