



CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Agreed by Governors on: 23.01.17

Signed by Chair of Governors : Sally Birkbeck

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Statutory Policy : No

Frequency of review period: 3 Years

Document History

Date	Description
January 2011	Agreed by Governors
24.3.14	Agreed by Governors
23.01.17	Agreed by Governors
01.01.20	Review due

Rationale

Delius Special School is committed to maintaining a positive approach to learning for all members of our school community.

The purposes of continuing professional development are:

- To promote and support Safe and Happy Learning ensuring that teaching, learning, progress and care of all pupils is of the highest standard.
- To support the School Improvement Plan and sustain school improvement.
- To develop and improve the professional capabilities and performance of all staff.
- To ensure that all staff have equal opportunities to access relevant professional development.
- To provide a structure that will support, monitor and evaluate the effectiveness of professional development.
- To ensure the practice at Delius remains current and forward thinking.

Purpose

Through continuing professional development and the Appraisal process we aim to:

- Encourage all staff to feel valued as an important asset.
- Encourage all staff to experience a sense of achievement and job satisfaction.
- Encourage staff to access development relevant to their current experience and future aspirations.
- Wherever possible, support the accrediting of professional development.
- Encourage the development of confident professional judgments and the sense of ownership and control over workloads.
- Develop a positive environment in which staff feel confident to work collaboratively and to share expertise and ideas.
- Encourage staff to be innovative and creative in pursuing high standards of pupil's performance.
- Value many forms of professional development as appropriate to individual learning styles and the purpose of the development.
- Enable the school to respond to national, local and whole school priorities, as well as to team and individual targets.
- Disseminate learning and good practice.
- Promote a healthy work/life balance.

Guidelines

Identification of training needs is a two way process. Staff are encouraged to express professional or personal development needs at any time through the CPD coordinator and at least annually at their Appraisal review. Following development opportunities, individuals are encouraged to monitor and evaluate its effectiveness and to improve standards across the school. The CPD coordinator will also monitor impact and staff must implement effectively the CPD provided.

Delius aims to support professional development within the context of:

- The School Improvement Plan
- Staff's Appraisal targets and personal aspirations
- Responding to changing needs
- Raising standards in teaching and learning and the care and safety of pupils

In doing so we will:

- Take into account staff members preferred learning styles and current knowledge and experience.
- Celebrate success and value effort
- Review staff performance annually, encouraging staff to further develop their practice and support in agreeing objectives for:
 - Pupil progress
 - Contribution to School Improvement Plan

Within this process confidentiality of feedback discussions will be respected.

In return all staff will be expected to;

- Be committed to their own development
- Agree and contribute to school priorities
- Cascade training to other staff members
- Be open to constructive advice and be willing to act on it
- Evaluate honestly the impact of any CPD activities
- Be an active member of the team
- Be committed to effectively implement CPD to improve standards in school

Induction

All staff and governors will have access to an appropriate CPD induction package which will include core training. (See Induction Plan)

We aim to provide induction for:

- Newly appointed staff and governors
- Staff and governors beginning a new role
- NQT's
- Regular supply staff
- Students and volunteers

There are many opportunities for CPD in school. These include:

- Core training which includes Moving and Handling and Team Teach
- Discussing professional development issues in staff and team meetings
- Discussions with colleagues to reflect on classroom practice
- Coaching and mentoring
- Peer working (observing good practice, e.g. Teaching Teams, shadowing peers)
- Skills based training to meet individual pupil needs
- Involvement in networks development groups or projects (local, regional or national) which provide opportunities for professional development
- Professional dialogue as part of the Appraisal process
- E-networking and e-learning
- Research and investigation
- Learning walks
- Career development opportunities within an existing role

CPD Procedures and Process

CPD will be part of an annual cycle which links together:

- Any newly identified needs and ongoing development identified in the SIP
- Appraisal
- Standards
- School Self Review (SEF)
- School to school reviews
- Subject/aspect – via subject/aspect leader

Priority for any CPD activity will be given to those which:

- Promote the School Improvement Plan
- Are essential in order to enable the applicant to perform his/her immediate job
- Reflect the applicant's needs as identified through the Performance Management Process.
 - Require development to meet the changing needs of pupils.
 - Promote the changing landscape of Education and Government legislation.

Prior to applying for a course or arranging other CPD activities, staff members must make an application to the Assistant Headteacher. The Assistant Head will then discuss the proposal with the Headteacher who will approve, amend or reject the application. Staff members will be given reasons for amendment or rejection.

After the activity, staff members will be required to offer:

- An evaluation of the activity and how the activity has impacted on the performance of school and themselves.
- Feedback to colleagues and sharing of resources.

Resources

There will be an allocation in the school budget which will be used to support staff development.

These funds may be used to pay for:

- Course fees, CPD materials or activities
- Supply staff to cover for staff undertaking CPD activities
- Additional hours worked by staff undertaking CPD activities
- Relevant travel expenses

There is also a range of educational books and magazines bought from CPD funds which are an excellent source of ideas and information – and hence staff development opportunities.

All administrative resources including application and evaluation forms can be accessed on the shared drive.

Responsibilities

All members of staff are responsible for:

- Considering and making suggestions about their own continuous professional development needs
- Making suggestions about school staff development and CPD programmes to the Senior Leadership Team
- Following the administrative guidelines in relation to CPD which can be found on

- the shared drive
- Undertaking and leading staff development activities as appropriate
- Giving evaluation and feedback to colleagues

Responsibilities of CPD Co-ordinator.

The co-coordinator will;

- Receive, organise and disseminate all current development opportunities to staff by placing CPD information/opportunities in the CPD Information file in the staffroom. The file is to be readily available in the staffroom.
 - Will offer advice and will act as a point of contact for discussion about the suitability of courses or offer advice on where to find appropriate training.
 - Receive and process all completed application forms or requests for specific development opportunities.
 - Inform Administrative support of successful applications that require booking.
 - Alongside administrative staff/Bursar, maintain financial records of monies committed and current financial balances.
 - Ensure that staff receives a copy of all training applied for. It is important that staff then inform the Cover Co-ordinator when they receive notification that their application has been successful, to ensure that cover is made available.
 - Make available the evaluation sheets with the expectation that staff will complete and return them.
 - Following the training, with the member of staff, agree any arrangements for dissemination of information/ideas/skills and together assess the need for any subsequent input into whole/part school development.
 - Maintain appropriate records for the school.
 - Encourage staff to develop their own records
 - of CPD.
 - Oversee School Professional Development days
 - (Training Days.) Prepare reports for Governors as requested on CPD within school.
- Complete relevant aspects of the School Improvement Plan and SEF regarding professional development.

Governors

- This policy also applies to Governors.
- Governors agree to attend at least one training course a year in addition to the training provided by school two or three times a year. They are also encouraged to observe school CPD and to meet the operational load (s) for their areas of responsibility.

Delius subscribe to the CBMDC School Governor Service, so Governors

may attend their courses without additional cost, and to Modern Governors.

Governors complete a feedback form for any external training attended and forward it to the AHT responsible for CPD.

Copies of certificates for core training, such as Safer recruitment, are retained in school. The CPD lead provides an annual report to Governors on training.