NEWFRIARS COLLEGE

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICY

Principles

At Newfriars College, we believe that effective Continuing Professional Development (CPD) contributes significantly to school improvement. An investment in the staff of our academy has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the College.

In particular we believe that CPD is most effective when it is:

- Owned by staff – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them

- Relevant to the context – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches

- Builds on existing expertise – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success

- Collaborative and supported from within the College – the most powerful learning occurs when opportunity is provided for debate and reflection.

- Sustained – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events

- Accesses external expertise – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from Newfriars, within the inclusive College, Shaw Education Trust or from another academy; visiting professionals or artists etc

We believe that effective CPD practice leads to the following consequences:

- Improves student learning - we believe in an inclusive learning environment where students are encouraged to learn alongside staff. Students engaged in a dynamic learning programme with staff are more likely to achieve - staff who develop skills and confidence can provide effective learning experiences for a wide range of students

- Improves teaching - develops and sustains skills which enables staff to do their jobs effectively, updating knowledge, developing best practice, widening the repertoire of classroom skills thus enhancing strong practice

- Develops specialisations thus improving teaching quality

- Helps to support staff appropriately

- Strengthens the recruitment and retention of staff

- Promotes personal and career appraisal enabling staff to make more informed choices about career pathways

- Informs the appropriate deployment of staff

- Promotes a positive ethos and learning culture - through high expectations - through discussion, dialogue, trialling and reflection - through building internal capacity - excellence in learning throughout the College

- Improves leadership - develops people's strengths - broadens people's ability to take a lead on whole school initiatives - develops people to take up new roles - develops an understanding of the context in which staff work at national, local and College level leading to greater cohesion in students' learning

- Contributes to College improvement and transformation - by engaging staff as learners in collaborative enquiry - by sharing the knowledge and skills of all staff - through collective responsibility for students and staff achievement - by valuing every individual

Values and Entitlements

All staff should take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of the College and have a right of access to CPD.

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs Equally, College Councillors need to have effective training in order to carry out their duties effectively.

There will need to be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle. However, professional appraisal needs that individual staff have identified will also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

CPD planning will be linked and integrated with the College Improvement Plan and be based on a range of information and priorities:

1. The needs of the academy as identified through the Self Evaluation Form (SEF) and outlined in the College Improvement Plan

2. The needs of the College as identified through OFSTED and SET reviews

3. Staffing requirements – long term planning of recruitment and retention of high quality staff

4. Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff

5. Individual student needs e.g. physical needs, communication, manual handling, behaviour, autism

6. Curriculum appraisal

7. Health and safety

8. National and local priorities e.g. national curriculum strategies, child protection ☐ Gaining qualifications

9. Individual requests for CPD made outside of the appraisal process

10. Feedback from staff and others including governors, students and parents

11. Resources – e.g. membership of professional bodies; purchase of books/journals

The College will ensure there is a budget put aside for CPD and that this budget is used to ensure best value. This will be agreed with the College Council and made explicit in the academy budget.

Appraisal

The College's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives.

The College Council will ensure in budget planning, that as far as possible, appropriate resources are made available in the college budget for any training and support agreed for reviewees.

The Head of College will report to College Councillors annually about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD.

If there are competing demands on the college budget between CPD identified for a reviewee and the training and support which helps the collegeachieve its priorities, the College's priorities will have precedence; however the aim will be to meet all reasonable requests for CPD.

The academy addresses the CPD needs of support staff by ensuring that there are also sound appraisal procedures in place for every member of the support staff. This reflects the importance attached to the role support staff play in the College.

Leadership and Management of CPD

The Head of College is also the CPD leader of the academy. The CPD leader will receive training as appropriate in order to fulfil this role effectively and attend providers' sessions

There will be robust, transparent arrangements for accessing CPD that are known to all staff.

These will be subject to regular monitoring to ensure that CPD is provided in a non-discriminatory way.

The College evaluates the impact that CPD has on teaching and learning and the progress that students make, including monitoring, observations, data collecting and appraisal

Supporting CPD Initiatives

The College supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the College. These CPD approaches will include:
- Attendance at a course or conference eg, Exam administrator's course

- In-school training using the expertise available within the academy eg, SCIP, manual handling, minute writing

- College -based work through accessing an external consultant or relevant expert eg, development of understanding of mental health facilitated by Dr Shand

- Peer coaching

- Professional networks with other special schools. This to include sharing ideas/ approaches/curriculum and visits to observe or participate in good and successful practice eg, Rebound Therapy

- Opportunities for teachers to develop their subject expertise eg, exam body courses

- Opportunities to participate in accredited learning eg, MA, QTS

- Distance learning eg, sign language / Makaton

- Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks eg, through the Teaching School

- Producing documentation or resources e.g. teaching materials, assessment package, DVD eg, the Research in… series

- Course delivery- as part of the planned outreach programme, staff are encouraged to undertake delivery of CPD to other agencies within their own specialist areas eg, SEN Training, Behaviour, Manual Handling, training for support staff

- Partnerships eg, with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, research, observation, special project working groups.

Monitoring and Evaluation

Staff are expected to feedback to staff at the next available Teaching and Learning Forum when they return from an external course. This identifies how the course will be fed back to other staff and whether the course would be beneficial for other staff to attend. This is monitored by the CPD leader.

The CPD leader writes an evaluation of staff inset throughout the year – both external and internal. This is discussed with the College Council and SMT. The evaluation is used to inform the next cycle of planning.

The CPD leader is responsible for monitoring CPD to ensure that it is at the centre of college improvement