



# CONTINUING PROFESSIONAL DEVELOPMENT

## **AIM**

To develop an effective consistent and sustainable structure for professional development, building more dynamic and reflective practitioners and ensuring high quality teaching and learning.

## **OBJECTIVES**

1. To assist staff to co-operate in the planning of the school's curriculum.
2. To recognise and support good practice.
3. To initiate and extend training which helps all staff to cater for the needs of all pupils, supporting the Every Child Matters agenda.
4. To provide a caring environment in which praise and encouragement flourish.
5. To assess and develop teaching and management skills.
6. To help create job satisfaction and diversity of experience.
7. To facilitate staff's career development, both within and beyond the school.
8. To keep staff up-to-date with educational developments.
9. To encourage participation in external in-service training, and extend and amplify this in a school-based training programme to build capacity.
10. To support staff to achieve objectives identified through the Performance Management cycle.

## **ROLES / RESPONSIBILITIES**

The Headteacher has overall responsibility for staff development within the school.

The Assistant Headteacher CPD has the responsibility of overseeing, managing and monitoring staff development. In short, to ensure that the policy is carried out.

The Leadership Group and Teachers in Charge have a responsibility for managing staff development within the subject areas they manage, e.g. to be aware of individual needs and plan appropriate responses and to induct new members of staff, both permanent and temporary. Year Co-ordinators address pastoral CPD needs in Year Team Meetings. Team Leaders have a responsibility to participate in the Performance Management cycle of the school and to ensure the Assistant Headteacher CPD is informed of training needs which have been identified. Every member of staff, teaching and non teaching has a responsibility for their own continuing professional development.

## **STAFF DEVELOPMENT ACTIVITIES**

1. School based INSET courses/activities e.g. those arranged for the five Professional Training Days each year, the twilight training sessions etc.
2. External courses.
3. The Performance Management Cycle (see separate policy).
4. Induction of new staff. (See separate policy).

5. The Beginner Teacher Programme (see separate policy).
6. The NQT/GT/OTT Teacher Programmes.
7. Mutual support e.g. coaching, mentoring, collaborative teaching, lesson observation, reports on courses attended etc.
8. Communication of information relating to staff development e.g. Staff Handbook, a 'Continuing Professional Development' notice board, a Staff Library, etc.
9. ICT training (twilight sessions etc)
10. On-line training.

## **NEEDS ANALYSIS**

Needs will be identified in a number of ways

1. Through the ongoing Performance Management cycle.
2. In discussion with Line Managers/Teachers in Charge/Year Co-ordinators.

The criterion used in assessing needs will, mainly, be the Whole School Development Plan. However, individual requests for support for career development, outside the scope of the School Development Plan, will also be considered.

Subject specific needs will be responded to by Teachers in Charge and their leadership group line managers, e.g. matching needs with external courses etc.

Whole school and pastoral needs will be responded to by the Assistant Headteacher CPD and the Headteacher e.g. the planning of Professional Training Days to include whole school issues.

## **COACHING**

Coaching is an important aspect of CPD at Cumberland School Specialist Sports and Applied Learning College. It is designed to support staff in implementing and embedding new pedagogic practices in their teaching and management. One of the long term aims is to increase the pool of trained and experienced coaches within the school who will roll out their expertise, as need dictates thereby maximizing our capacity for change and improvement.

It is envisaged that there will be a variety of coaching formats used to tailor training to individual needs. These will include middle management coaching, (including through specific programmes, LFTM, LP and Teaching Leaders), peer coaching for NQTs and EPDs as well as specialist coaching in areas where need is identified. (See Appendix 5 of the Teaching and Learning Policy). It is important that coaching is:

- Voluntary.
- Non-judgmental.
- Supportive.
- A form of INSET (teaching learning communities form the structure of disaggregated PDs).
- Controlled by the teacher not the coach (any notes, observations, videos remain the property of the teacher).
- Does not form part of performance management.
- Is designed to utilize and enhance the knowledge and skills of staff.

## **BUDGETING**

The main source of funding for staff development will be the INSET budget. Other sources are, however, available. Some external provision will be free, or involve no direct cost.

A budget for staff development will be set during the first half of the Summer Term and will take the form of an Action Plan (See Appendix C).

Funds will be allocated to the following:

1. The Assistant Headteacher CPD to support whole school needs identified in line with the School Development Plan.
2. To the Assistant Headteacher CPD to support staff CPD resources.
3. Specific post holders to support curriculum development priorities and other initiatives.

The Action Plan will be produced by the Assistant Headteacher CPD.

## **RECORDS**

The Assistant Headteacher CPD will

1. Keep a record of the programmes for the Professional Training Days.
2. Collate the proformas that staff have to complete in order to attend external courses. These will form a record of external courses attended by staff (see Appendix A). She will report regularly on CPD to the Governing Body through the Headteachers' Report. Teachers in Charge of subjects will keep a record of all staff development activities within their areas. This may be a variety of forms e.g. a report, an agenda plus minutes.
3. Keep accurate records of expenditure. At the end of the year she will produce a review of Continuing Professional Development.
4. Review and evaluate CPD at the end of the year.

## **OPERATIONAL CONSTRAINTS**

At certain times, the “cover situation” may make staff attendance on external course impractical. The Headteacher, in consultation with the Operations Manager, may then decide to cancel or postpone staff attendance on such courses.

## **DISSEMINATION OF INFORMATION RELATING TO STAFF DEVELOPMENT ACTIVITIES.**

1. Information on “in house” whole school activities will be relayed to staff by the Headteacher or the Assistant Headteacher CPD via the bulletin, the regular briefing sessions and memoranda.
2. Information on other “in house” activities will be relayed to staff by other members of Leadership Group, Teachers in Charge or Year Co-ordinators.
3. Staff will be informed about external courses by the Assistant Headteacher CPD via the INSET noticeboard. Information will also be put into the pigeon holes of Teachers in Charge of subject. It is their responsibility to disseminate information to staff in their areas.
4. Information relating to Performance Management will be relayed to staff by the Headteacher and Assistant Headteacher CPD via memoranda, the bulletin, staff briefing etc.

## **DISSEMINATION OF INFORMATION SUBSEQUENT TO STAFF ATTENDING COURSES.**

Staff should be encouraged to use what they have gained from an external course to benefit colleagues. This could take various forms e.g. a report made during a department meeting, an item in the programme for a Professional Training Day.

## **MONITORING**

Is the responsibility of the Assistant Headteacher CPD.

## **REVIEW**

This will be done on an annual basis. Budgetary implications make the end of the financial year the best time for this to happen.

**APPENDIX A: APPLICATION FOR STAFF TO ATTEND A COURSE, TIME OFF  
TIMETABLE FOR DEVELOPMENT WORK, E.G VISITS TO OTHER  
SCHOOLS OR PLANNING INTERNALLY OR EXTERNALLY, LA  
COURSES (EG. INSEC)**

This should be completed for all activities related to professional development held during and outside of school time.

**NAME** ..... **DEPARTMENT** .....

**TITLE OF COURSE OR DESCRIPTION OF TIME OFF TIMETABLE**

**DATE OF REQUEST** .....

**VENUE** .....

**TRAINING PROVIDER**.....

**DATE(S)** ..... **TIMES**.....

**PERIODS COVER REQUIRED FOR AND CLASSES TO BE COVERED**.....

**SOURCE OF FUNDING** ..... **COST**.....

**HOW WILL THIS ACTIVITY SUPPORT THE WHOLE SCHOOL DEVELOPMENT PLAN?**

**DO YOU NEED TO FEEDBACK INFORMATION? YES/NO. IF YES EXPLAIN HOW?**

**APPROVAL OF LINE MANAGER/TEAM LEADER**

**Signed** .....

**APPROVAL OF OPERATIONS MANAGER RESPONSIBLE FOR COVER**

**Signed** .....

**APPROVAL OF KEY STAGE DEPUTY**

**Signed** .....

**APPROVAL OF ASSISTANT HEADTEACHER CONTINUING PROFESSIONAL DEVELOPMENT**

**Signed**

.....  
**The completed form should be returned to the Assistant Headteacher CPD**

**APPENDIX B**

**EVALUATION SHEET**

This proforma should be completed after attending a course and should be returned to the Assistant Headteacher CPD as soon as possible.

**NAME**.....**SUBJECT**.....

**TITLE OF COURSE**.....

**VENUE**.....

**DATE(S)**.....

**How useful was the course in meeting your needs?**

.....  
.....  
.....  
.....

**How will you feedback information from the course?**

.....  
.....  
.....

**How will the school development plan be enhanced by your attendance on this Course?**

.....  
.....  
.....  
.....

**Overall satisfaction level with the Course:**

**Unsatisfactory [1] [2] [3] [4] [5] [6] Excellent**

**What future INSET could you find useful?**

.....  
.....  
.....

## APPENDIX C

### STANDARDS FORM ACTION PLAN PROFORMA

Area of Expenditure		Person Responsible for Expenditure	Commentary
Professional Training Days			Funding will pay for speakers, materials and, if possible, lunches.
Whole School Development Plan Priorities.			This category is for those Action Points which require Standards Fund monies.
Support for Specific Subjects/ Staff.			This takes the form, mainly, of days of support from the LA's Curriculum Support and Consultancy Service. We 'buy into' this at the beginning of each financial year. For those areas where support is not available, we allocate Standards Fund monies e.g. music.
Specific Standards Fund allocations			This is where funding is allocated for specific projects e.g. Drugs Prevention.
Management			This funding supports management at all levels.
Miscellaneous			This category caters for Newly Qualified Teachers, and non teaching staff as well as including a contingency.

## Appendix D

Application for staff to request cover for school business.

**Name:** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Date of Request:** \_\_\_\_\_

- Details:**
- Educational Visit
  - Network Meeting
  - Parent/Carer Meeting
  - Other Meeting (please specify below)
  - Academic Interview
  - Lesson Observation
  - Coaching
  - Outreach Work
- \_\_\_\_\_

**Location:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time / Duration:** \_\_\_\_\_

**Funding:** \_\_\_\_\_

**Periods Cover Required for:** \_\_\_\_\_

**Approval of Line Manager / Team Leader**

**Signed:** \_\_\_\_\_

**Approval of Operations Manager**

**Signed:** \_\_\_\_\_