St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

Policy Title:	**CPD (Continuing Professional Development) Policy**
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Contact:	governors@stjohnandstnicolasschools.org.uk
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1.3				
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St John and St Nicolas Schools Federation
Continuing Professional Development

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

1: Principles, Values and Entitlements:
The federation believes in the philosophy that "Effective teachers should take ownership and give a high priority to professional development." We believe that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.

All staff, teaching, support staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the federation community will have opportunities through performance management, appraisal and through team meetings.

The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities and support networks.

Continuing Professional Development (CPD) planning will be inextricably linked and integrated with the federation's development/improvement plan and be based on a range of information:

- The needs of the schools as identified through its self-evaluation;
- Issues identified through other monitoring
- National and local priorities
- Staff appraisal
- Feedback from staff and others including governors, pupils and parents.

- The schools will have effective measures in place to audit the professional and personal needs of staff and link to the federation's self-evaluation and appraisal system.
- The federation's CPD provision will allow staff and governors to develop skills and competencies progressively, with reference to recognised competency frameworks such as the Teachers' Standards and competency descriptions for Teaching Assistants, HLTAs, bursars, etc.
- The federation will support accreditation of the professional development of staff.
- The federation will disseminate good and successful CPD practice that supports and improves teaching and learning on staff notice boards/emails and through staff and governor meetings.
- The federation will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the schools.
- The federation will ensure staff wellbeing is taken fully into consideration.

2: Leadership and Management of CPD

- The federation will have a named coordinator for CPD.
- The CPD Co-ordinator shall be responsible for identifying the federation's CPD needs and those of the staff working within it. The CPD Co-ordinator should have a well-defined description of the role.
- CPD issues will be addressed at governing board meetings and be included as part of the Headteacher's report.
- Governor CPD will also be discussed regularly at governing board meetings
- There should be robust, transparent arrangements for accessing CPD that are known to all staff and governors. All staff and governors should make it their responsibility to seek opportunities for CPD and discuss with the CPD co-ordinator/ chair of governors.
- Part of the appraisal discussions each year will focus on individual staff members' CPD needs. This will be communicated to the CPD coordinator and will include the following:
    - needs and aspirations;
    - methods of accessing CPD provision including appropriate funding;
    - accreditation opportunities;
    - ways of disseminating the training.

3: Supporting a range of CPD activities

The federation 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 schools. These CPD approaches will include:

- Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- Attendance at a course or conference;
- In-school training using the expertise available within the schools, 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 an advanced skills or lead teacher, master classes, model and demonstration lessons;
- 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;
- Opportunities to participate in award bearing work from higher education or other providers.
- Distance learning, e.g. relevant resources, training videos, reflection, simulation;
- Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
- Job enrichment/enlargement, e.g. a higher level of responsibility, front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- Producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- Partnerships, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network, Network Learning Community;
- Creating an improved learning environment within the schools.

This CPD policy will be reviewed every two years by the Governing Board.