

"Learning Today, Leading Tomorrow"



Bishops Down Primary School

www.bishopsdownprimary.org

Policy for Continuing Professional Development (CPD)

Date Agreed: November 2018

Date for Review: November 2019

Reviewed and updated by: Rebecca Bettles, DHT

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Principles and Values

Bishops Down Primary School believes effective teaching requires considerable knowledge and skill, which should be developed as teachers’ careers progress. We make the education of our pupils our first concern and they are accountable for achieving the highest possible standards. The Teachers’ Standards set out a number of expectations about professional development that we follow. Teachers;

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development and responding to advice and feedback from colleagues in a timely manner;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of lessons and approaches to teaching; and
- know and understand how to assess the relevant subject and curriculum areas.

Leadership and Management of CPD

1. Bishops Down has a named CPD leader, who has responsibility for the leadership and management of CPD. At Bishops Down Primary School the CPD Leader is the Deputy Headteacher; Rebecca Bettles.

2. The CPD leader has access to appropriate support and training in order to fulfil their role effectively.

3. The CPD leader is responsible for collating the CPD needs of the school and the staff.

4. The CPD leader’s main responsibilities are to:

- Keep up to date with CPD developments locally and nationally;
- Promote CPD as a central element of performance management and school improvement
- Provide details on the range of CPD opportunities and disseminate information to the appropriate staff.
- Identify the school’s CPD needs through mechanisms such as: school self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and phases
- Discuss with the Headteacher and Governing Body the main CPD priorities and the budgetary implications;
- Report to the Governing Body on the provision and impact of CPD
- Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions and to ensure staff share the main actions/points.
- Regularly and accurately update records of the training undertaken by colleagues

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Planning for CPD

The school arrangements for CPD balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria are used to inform the decision making process to achieve such a balance. CPD opportunities will rate more highly when they:

- meet identified individual, school or national development priorities
- are based on good practice
- help raise standards
- are provided by those with the necessary experience, expertise and skills
- are planned systematically and follow the agreed programme except when dealing with emerging issues
- are based on current research and inspection evidence
- make effective use of resources
- provide value for money
- have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision

Supporting a range of CPD activities:

The school supports a wide range of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches may include:

- in-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise
- school-based work through accessing an external consultant/adviser or lead teacher
- school visits to observe or participate in good and successful practice, e.g. a visit to a school or subject area with similar circumstances, a training school
- shadowing opportunities to observe experienced colleagues in another setting
- opportunities to participate in award bearing work from higher education or other providers such as the National College for the Leadership of Schools.
- research opportunities
- partnerships, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning
- creating an improved learning environment within the school.

Assessing the impact of CPD:

Annually the CPD leader shall conclude her report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school attainment
- improved teaching and learning
- increased pupil understanding and enthusiasm
- increased staff confidence
- recruitment, retention and career progression/promotable staff