

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Written/Updated: October 2018
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Lead: Director of Studies (Teaching and Learning)
Via: Standards, Personnel and Curriculum

'from potential to reality'

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Policy for Continuing Professional Development

This policy is designed to support the School Aims as stated in the School Development Plan.

Rationale

As a school we are committed to fostering a positive climate for learning for all pupils, staff and Governors. Developing the capacity for pupil learning is linked directly to improving the capacity for continuous learning for all staff and Governors. We believe that:

- CPD is the key to enabling our school to sustain improvement, develop our autonomy and become an effective self-evaluating organisation.
- CPD forms an integral part of our wider performance management processes. It enables staff to take responsibility for their own professional development, identify the skills, knowledge and attributes to develop their performance and provides coherent and progressive opportunities to do so.

Purposes

Our Continuing Professional Development and Performance Management Processes will:

Extend the capacity for continuous improvement of both individuals and teams through the continued development of a supportive and collaborative learning community, which encourages freedom to experiment and a “no blame” culture.

Enable staff to develop expertise progressively, allowing them to build on skills and attributes for their current or a future role, with reference to the Teachers’ Standards.

Encourage job satisfaction, personal achievement, individual and team effort and provide for professional advancement within the school or outside it.

Be strategic and based on needs created by national, local and school priorities, and seek to balance individual needs, aspirations and personal fulfilment.

Value the many forms of professional development and its fitness for purpose with regard to learning style preferences and current knowledge and experience.

Encourage the development of confident professional judgment and staffs’ sense of ownership and control over their work.

Promote a healthy work life balance and try to ensure staff feel valued as the school’s most important resource.

Support the accreditation of professional development both internally and where appropriate externally.

Disseminate successful practice as widely as possible across the school community.

Guidelines for the operation of the policy

The role of the CPD Co-ordinator

- To ensure that a coherent and effective CPD programme is provided for staff
- To evaluate the impact of the programme
- To manage the budget

The role of the team leader

The identification of training needs is a two way process. Staff may express professional or personal development needs at any time through their team leader and as part of their annual appraisal reviews. Team leaders have a responsibility for securing appropriate development for their staff within budgetary constraints.

In supporting your professional development you can expect your team leader to:

- Work within the context of the school and team development plans
- Actively support your staff development
- Take account of your professional and personal aspirations
- Be fair, honest and have regard to the schools commitment to equal opportunities
- Take into account your preferences as a learner and your current knowledge and experience
- Ensure that the climate for learning minimises anxiety and encourages the freedom to experiment
- Celebrate success and value effort

In managing and developing your performance you can expect your team leader to:

- Carry out your annual review in line with school policy (reference Teacher Appraisal)
- Encourage and support you to develop your practice through agreeing targets for assessment, student progress, classroom practice and a wider contribution
- Monitor your work in a range of ways
- Be flexible enough to allow for the modification of plans in the light of feedback
- Offer constructive feedback both formally and informally
- Respect the confidentiality of these discussions

In return we agree that all staff:

- Agree and contribute to school priorities
- See themselves as learners
- Are open and willing to engage with constructive advice
- Will complete necessary paperwork (Appendix A)
- Will keep evidence of the planning and outcomes of CPD activities
- Accept the responsibilities of being a member of a team
- Are willing to contemplate change and take risks

Entitlement to CPD – Induction

All staff and Governors receive a planned induction to the school. The CPD co-ordinator and team leaders have specific responsibilities within this process. Newly Qualified Teachers are entitled to a specific programme of support and guidance in line with DfE requirements. Induction of PGCE students takes place in partnership with the University of Warwick. Support staff are inducted by their team leaders.

Funding

A CPD budget is allocated each year to fund professional development across the schools. Individuals should ensure that Line Managers are aware of their needs so that funds can be allocated according to School Development Priorities.

Evaluation

This is a vital aspect of Continuing Professional Development. At its most simplistic, the evaluation facilitates monitoring of providers of INSED, venues etc. At a more complex level there should be reflection and analysis of the impact of the staff and Governors professional development on the work of the school and ultimately on the quality of the teaching and learning in the school. The evaluation box on the CPD request form should be filled out following the completion of the course/training (Appendix A).

Record keeping

The CPD Co-ordinator will keep a record of all PD undertaken in and out of school. Individual staff may photocopy evaluation forms for their own reference/portfolios. The CPD Co-ordinator will keep the Governors informed via attendance at the Governors Personnel and Curriculum meetings.



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CPD Form

| | |
|---------------------------|--|
| Name (Staff code) | |
| Course Title | |
| Course Provider | |
| Date of Course | |
| Time of Course | |
| Location of Course | |

| |
|------------------------------------|
| Reason for attending course |
| |

| |
|---|
| Cover |
| Please mark down what cover is required:- |
| All day including regs <input type="checkbox"/> No cover required <input type="checkbox"/> |
| AM reg <input type="checkbox"/> Period 1 <input type="checkbox"/> Period 2 <input type="checkbox"/> Period 3 <input type="checkbox"/> Period 4 <input type="checkbox"/> Period 5 <input type="checkbox"/> PM reg <input type="checkbox"/> |

| | |
|-------------------------------------|--|
| Cost | |
| Course Cost | |
| Estimated Travel Cost | |

SCP Signature

HAL Signature

(please note that under exceptional circumstances you may be requested to cancel the course)

Please complete the evaluation box below after the course and email to SCP.

Evaluation of Course:

How the course will impact on my current role

Details of how this will be shared with others