

Policy Title: CPD Policy	Effective Date:	November 2019
SMT Member Responsible: Siân Mundy	Review Date:	November 2022
Governors' Committee Responsible: Staffing, Care & Guidance		

1. Rationale

- 1.1. Sheldon is committed to fostering a positive climate for continuous learning. It is a community in which all staff and governors are involved in an ongoing process of improvement and enrichment.
- 1.2. The school believes that coherent and frequent opportunities to develop personally and professionally can improve standards, raise morale, aid recruitment and have a positive impact on pupil learning.
- 1.3. The school recognises and values the contribution that all staff make, regardless of their length of service or position in the school. Good staff learning takes place in both formal and informal contexts. We seek to promote a culture where learners take all opportunities available to develop their skills and knowledge. We believe in the benefits that come from delivering as well as receiving training and promote opportunities for this.
- 1.4. The central emphasis will be on improving standards and the quality of teaching and learning.
- 1.5. We understand the value of working in collaboration with other schools. We commit to playing a full part in engaging with colleagues across the North Wiltshire Federation of schools to benefit staff by developing good quality joint provision.

2. Entitlement

- 2.1. All staff at Sheldon are entitled to high quality induction and continuing support and development. Through CPD, members are able to develop their skills progressively, building on experience and expertise.
- 2.2. Each member of staff is responsible for:
 - Reflecting on their practice and determining their strengths and areas for development
 - Reflecting on all CPD experiences and disseminating their learning to relevant colleagues
 - Making the most of CPD opportunities including learning with and from colleagues
 - Engaging fully in the performance review process
 - Partaking in co-coaching each year and after school workshops. These must be recorded and evaluated, and logged with the Cover and Personnel Support Manager

3. Identifying Need

Professional development will be provided to meet the needs of the school and the individual as identified through:

- The School Development Plan
- Performance review and appraisal
- Government and local authority initiatives
- DFE guidance for newly qualified teachers
- National standards, for example, for teachers, support staff and governors

4. Provision

4.1. Our CPD programme offers a wide range of development opportunities for staff at all levels and stages. It is delivered through a range of preferred learning styles in order to maximise the impact of teaching and learning within the school. This includes:

- Relevant induction programmes
- Appropriate management training and opportunities for leadership
- Attendance at a course or conference
- E-learning and e-conferences
- Paired teaching and observations (co-coaching) – acting as and receiving the support of a critical ‘friend’.
- In school training using expertise available within the school e.g. team teaching, coaching
- Practical experience e.g. exam marking, opportunities to present a paper, contribute to a workshop
- School-based work through accessing an external consultant/adviser or relevant expert such as an SLE.
- School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances
- Shadow opportunities to observe experienced colleagues in another setting
- Involvement in the planning and delivery of training e.g. Federation training programmes, staff development days and afterschool workshops
- Involvement in policy formation and review or membership of working group
- Membership of local and regional networks and professional associations
- Placements and links with local business or other schools to see good practice for research purposes
- International professional development opportunities
- Links with Higher Education institutions – UWE, Bristol University, Exeter University and Bath Spa in the ITT scheme.
- Research opportunities
- Opportunities to take part in award bearing work from HE and other providers e.g. NPQH and Masters

4.2. All requests for externally provided training should be discussed with the team leader/faculty head before being submitted to the CPD coordinator. Each request is then considered.

4.3. Requests will be considered in the context of the needs of the individual and the school e.g. overloading the cover list; disruption of classes; frequency of staff off timetable as well as course outcomes.

5. Evaluation and Dissemination

5.1. All professional development activities are evaluated for their impact. Evaluation forms are completed and returned to the CPD coordinator. These include an action plan. The action plan must be shared with the team leader.

5.2. Following professional development the participant may:

- Discuss with the CPD coordinator the opportunities to disseminate to other staff.
- Circulate information that may be of interest to other staff
- Input at a whole staff, year or faculty meeting
- Introduce a new learning or teaching strategy
- Develop and embed their learning through accessing the coaching service
- Lead a workshop or participate in the running of one

5.3 Evaluation will be undertaken at a variety of levels:

- Immediate/short term evaluation by participants
- Informal discussion with colleagues about improved practice and impact
- Reviewing performance management targets with faculty head

5.4 The impact may be evaluated by:

- Pupil and school attainment
- Record keeping
- More effective and embedded teaching and learning and a variety of teaching approaches
- Increased staff confidence and competence, reflection, collaboration, motivation, self esteem
- Greater pupil enthusiasm and engagement
- Good recruitment and retention
- Good career progression for staff