

# *Central Primary School*



## *Continuing Professional Development*

## **Our motto: Children are Central**

### **Introduction**

Our school values all the people who work within it. Contained within our school aims, is our ambition to enable children to reach their highest level of personal achievement and we recognise that in order to do this all our staff have a part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. Expenditure on the professional development of teachers and other staff is critical to and directly related to raising standards in the classroom. This policy provides the framework through which all staff are supported and professionally developed.

### **Entitlement**

All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities, such as:

- Priorities identified in our school improvement plan;
- Annual Performance Appraisal (See Performance Appraisal Policy);
- Guidance for newly qualified teachers;
- Government directed training.

Our school ensures that all staff and governors have equality of opportunity, without discrimination, in seeking the highest level of personal achievement.

All staff working in our school receive a planned induction, as outlined in our staff handbook. This induction is normally initiated by the Head Teacher and then reviewed at 3 and 6 months, a period of time which also encompasses the support staff probationary period (see probationary procedures for support staff).

The school recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.

Newly qualified teachers (NQTs) are entitled to a specific programme of support and development, and after three terms they are assessed against national teaching standards. They are entitled to a 10% reduction in class contact, an induction tutor, and an individualised induction programme. This programme will reflect strengths and development priorities identified toward the end of their Initial Teacher Training (ITT). The NQT and the induction tutor will use these priorities to set professional development objectives for the induction period. Reports following assessment meetings each term will be based on observations of teaching, and of progress towards meeting the Induction Standards. These reports will be submitted to the Local Education Authority via the electronic system.

New governors will be eligible for the National Training Programme for New Governors, provided by the Local Education Authority. Governors benefit from in-house training provided by LA Governance once a year, and as a school we host regional Governor cluster meetings. We will also support our governors with training of our own, linked to our school development plan.

### **Equality**

We are committed to giving all our staff every opportunity to achieve the highest of standards and will not discriminate on grounds of ethnicity, religion, attainment, age, disability, gender, sexuality or background. Any consideration and decision made on CPD by the Head or Governors will be guided by the school Equality Policy.

## **School Development Plan**

The professional development of staff is linked to our school development plan. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will take account of the related professional development needs. Funding for professional development itself is identified in the training budget.

## **Evaluation and Dissemination**

All professional development activities are monitored for their impact on school performance. Training should be shared as appropriately to staff via team meetings. For more extensive training (more than one day) governors may require written feedback and or a presentation by the staff member concerned in order to see how this training will support school improvement.

The professional development coordinator records all professional development undertaken in and out of the school. S/he prepares a termly update for the head teacher's report to governors.

## **CPD programme**

The CPD programme offers staff a wide range of development opportunities:

- Review of job description;
- Induction;
- Performance Management;
- Staff training days;
- Staff INSET training in weekly staff meetings;
- Joint training sessions for staff and governors;
- Paired reviews of children's work;
- Regional and National training courses;
- Paired lesson observations/ Lesson Study/ Learning Study;
- Membership of working groups;
- Conferences and seminars;
- Coaching and mentoring from Leading or Advanced Skills Teachers (ASTs);
- Membership of local and regional networks;
- Membership of professional associations;
- Placements and secondments;
- Further education qualifications (see appendix).

## **Monitoring and review**

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

## **Appendix**

### **Central Primary School Policy on Support for Further and Higher Education**

#### **1. INTRODUCTION**

The Leadership Team and the Governors of Central Primary School recognise that offering staff continuing professional development will help us to attract and retain the best staff, and that staff who are motivated to improve their professional skills add value to the school. Central Primary School is fully committed to support staff that wish to improve their skills and their level of education through taking courses of further or higher education. This support will usually take the form of a financial contribution and / or agreement on a number of days of study leave.

This policy sets out the arrangements for supporting staff to continually improve their skills, including the level of financial contribution the school may choose to provide and the process for applying for support.

#### **2. DEFINITION OF FURTHER AND HIGHER EDUCATION**

The scope of this policy relates to any relevant course of further or higher education including short courses to improve specific skills up to following a Masters degree or a Doctorate. The following is a non-exclusive list of the type of training or courses that may be covered by the policy:

- Specialist teaching skills (e.g. supporting EAL pupils);
- Developing leadership skills and
- Additional professional qualifications (e.g. headship qualifications).

#### **3. PRINCIPLES FOR SUPPORT**

There are three principles that determine whether support will be given; these are:

- The relevance of the course;
- The degree to which it provides individual personal development; and
- How much value it adds to the school.

It is expected that the staff member will commit to the course including making a personal financial contribution.

The school will make a financial contribution of between 25% and 75% of the course fee, depending on the level of relevance; the extent to which it improves individual skills, and the contribution to the school. The only exception to this financial contribution will be for compulsory training for teaching staff at HE level, i.e. Speech and Language Teaching Diplomas.

The level of study days is negotiable but will not exceed 10 days within an academic year and no more than 5 days in a term.

Other forms of support may also be considered

#### **4. DECISION**

Applications for support in taking a course of further or higher education rests with the Head. To make an application a short business case setting out how the course will be of Continuing Professional Development

both personal development and contribute to the school will need to be submitted, along with the level of support requested and the contribution to be made by the member of staff. This business case will be then discussed with the Head. The final decision of the level of support to be offered rests with the Head. Where the level of support requested is outside of the principles outlined in this policy, or there is a financial impact outside of the agreed budget, the head may discuss the request with the Finance Committee.

If the Head applies for support for a relevant course this is to be discussed and agreed with the Finance Committee. The same procedure and principles apply to the Leadership Team as to all staff.

## **5. FINANCIAL CONSIDERATIONS**

The Head will set aside an expected budget against which applications can be considered. It may be that not all applications for support can be granted within the academic year depending on the budget. An applicant turned down on that basis can have their application considered in the following year. Where the cost of support is such that the level of financial authority delegated to the Head is exceeded the Finance Committee will be able to consider ratifying a recommendation from the Head depending on the overall financial situation of the school at that time.