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**Continuing Professional Development Policy**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

# Longton Primary School

# Continuing Professional Development (CPD) Policy

## 1 Introduction

1.1 Our school values all the people who work within it. Our aims statement makes clear that it is our intention to enable our children to reach their highest level of personal achievement. If we are to achieve this aim, all members of staff have an important part to play. A programme of continuing professional development seeks to value and develop the professional expertise of our staff, as well as to ensure that they continue to be equipped with the skills and knowledge they need to provide the best possible education for our pupils, in times of continuous educational change. We pride ourselves on developing future leaders and are heavily involved in delivering and utilising school to school support. 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.

## 2 Aims and Objectives

## **2.1 We aim to support all members of staff in further developing the professional skills they need to do their job as well as they can, both in the educational interests of the pupils in our school and in the professional ‘job satisfaction’ of staff.**

## **2.2 An ongoing programme of professional development will address the needs of school improvement, as reflected in our school improvement plan, and endeavour to keep pace with current educational developments and change.**

## **2.3 We will also aim, wherever possible, to support the career development of teachers and other members of staff, and to strengthen leadership succession planning, not only for our school, but for the wider education system.**

## **2.4 We recognise that effective CPD is not just about members of staff going on training courses or attending meetings. Rather, much effective professional development takes place within school through members of staff working alongside each other or with staff from other schools. We aim, wherever possible, to create regular opportunities for such collaborative activities to take place.**

## **2.5 We seek to create opportunities for members of staff to take key roles in leading professional development opportunities and training for their colleagues within school and the WRIST cluster of schools.**

## **2.6 We aim to correlate CPD with the professional management review cycle of staff.**

## 3 Entitlement

3.1 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;
* appraisal as part of the performance management programme (see Performance Management Policy);
* national developments in educational provision, emerging from the Department for Education (DfE) or Ofsted

DfE guidance for newly qualified teachers;

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

3.3 All new members of staff will receive a planned induction programme as outlined in our staff handbook and policy. Induction for parent helpers, students on work experience, supply staff and teachers from external agencies is supported by a guidance booklet.

3.4 All teaching staff are entitled to an annual appraisal so that professional development needs can be identified, and negotiated targets can be supported. Similarly, support staff are entitled to an annual performance review.

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

3.6 Newly qualified teachers (NQTs):

NQTs are entitled to a specific programme of support and development, and after three terms, they are assessed against National Induction Standards. (See our Staff Induction Policy.) They are entitled to a 90% teaching load, an induction mentor, a personal mentor 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 tutor will use the Career Entry and Development Profile (CEDP) 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 Authority (LA).

3.7 New governors will be eligible for the training programme for new governors, provided by the Lancashire LA, and have access to the ongoing local development programme for school governors. We will also support our governors with training of our own, linked to our school improvement plan.

## 4 Equal Opportunities

4.1 All members of staff are entitled to appropriate professional development regardless of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership), in accordance with the Equality Act 2010.

4.2 We ensure that all staff receive appropriate training, so that they can play their full part in ensuring that our school not only promotes equality but also recognises and celebrates diversity. Induction for new staff addresses equality issues.

## 5 Evaluation and dissemination

5.1 All professional development activities are monitored for their impact on school performance. Training evaluation feedback is given to the Head Teacher within one week of the training opportunity. Governors may require written feedback and/or a presentation by the staff member concerned.

5.2 A record of all professional development undertaken in and out of the school is kept and all staff members are expected to keep a record of their professional development. This inofmation is shared termly in the headteacher's report to governors.

## 6 CPD programme

6.1 The CPD programme can/could offers staff a wide range of development opportunities:

* review of job description;
* induction;
* appraisal;
* whole staff training days;
* joint training sessions for staff and governors;
* collaborative lesson study;
* paired reviews of children's work;
* partnership work with other schools in the Wrist cluster;
* membership of working groups;
* conferences and seminars;
* providing and receiving coaching and mentoring;
* membership of local and regional networks;
* membership of professional associations;
* placements and secondments.

## 7 Monitoring and review

7.1 This policy is monitored by the governing body, and will be reviewed every three years, or sooner if necessary.

### Signed:

### Date: