

Bordon Junior School

Continued Professional Development Policy

Principles, Values and Entitlements

Bordon Junior School believes in the philosophy that "effective teachers should take ownership and give a high priority to professional development". It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.

All staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs.

The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self improvement.

CPD planning will be inextricably linked and integrated with the school's development plan and be based on a range of information:

- the needs of the school as identified through its self-evaluation;
- issues identified through other monitoring, eg. OFSTED;
- national and local priorities;
- Performance Management;
- feedback from staff and others including governors, pupils and parents.

Bordon Junior School has effective measures in place to audit the professional and personal needs of staff linked to the school's self-evaluation and performance management system. The school's CPD policy will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.

We will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.

The school's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the Teachers Standards Framework, NCL's Leadership Development Framework, and competency descriptions for Teaching Assistants, HLTAs, etc.

Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.

The CPD co-ordinator holds a senior responsibility within the school.

The school will:

- interpret CPD in a broad sense, operating on the principle of "fitness for purpose"
- support accreditation of the professional development of staff
- disseminate good and successful CPD practice that supports and improves teaching and learning.

CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.

The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.

Leadership and Management of CPD

At Bordon Junior School the Head teacher is responsible for co-ordination of CPD and will;

- receive training as appropriate in order to fulfil this role effectively and attend useful providers sessions
- be responsible for identifying the school's CPD needs and those of the staff working within it
- be responsible annually for discussing with the governing body the main CPD priorities and the likely budgetary implications of addressing these needs.
- advise on issues such as the benefits of service agreements with appropriate providers.
- provide the governing body with an annual report on the provision and impact of CPD.

There should be robust, transparent arrangements for accessing CPD that are known to all staff.

There will be arrangements for annual discussions between staff and the CPD Co-ordinator to discuss the following within the context of school priorities:

- needs and aspirations;
- methods of accessing CPD provision including appropriate funding;
- accreditation opportunities;
- ways of disseminating the training.

Where appropriate, this will be combined with the Performance Management process.

Planning for Effective CPD

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance.

CPD opportunities will be rated more highly when they:

- a) meet identified individual, school or national development priorities;
- b) are based on good practice – in development activity and in teaching and learning;
- c) help raise standards of pupils' achievements;
- d) respect cultural diversity;

- e) are provided by those with the necessary experience, expertise and skills;
- f) are planned systematically and follow the agreed programme except when dealing with emerging issues;
- g) are based, where appropriate, on relevant standards;
- h) are based on current research and inspection evidence;
- i) make effective use of resources, particularly ICT;
- j) are provided in accommodation which is fit for purpose with appropriate equipment;
- k) provide value for money;
- l) 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 will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on learning and teaching within the school. These CPD approaches will include:

- attendance at a course or conference;
- in-school training using the expertise available within the school, eg. team teaching, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons;
- school visit to observe or participate in good and successful practice, eg. visit to a school or subject area with similar circumstances, a beacon school;
- secondments, eg. with a regional or national organisation, an exchange or placement, eg. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
- opportunities to participate in award bearing work from higher education or other providers such as NCL;
- research opportunities, eg. a best practice research scholarship;
- distance learning, eg. relevant resources, training videos, reflection, simulation;
- practical experience, eg. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
- job enrichment/enlargement, eg. a higher level of responsibility;
- front line working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- partnerships, eg. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network, Network Learning Community;
- creating an improved learning environment within the school.

Recording and Disseminating

The CPD Co-ordinator will provide directly, or organise, guidance to staff on producing and updating an appropriate professional development portfolio.

Following professional development, the participant will discuss with the CPD Co-ordinator the process by which to most effectively disseminate to other staff, eg. relevant papers, session at staff or subject meeting, etc.

The CPD co-ordinator will also be responsible for ensuring whether any follow up is needed to the training, eg. feedback to the provider and be responsible for any such actions.

Assessing the impact of CPD

Annually the CPD co-ordinator shall conclude his/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;
- increased evidence of reflective practice;
- recruitment, retention and career progression/promotable staff.

This policy will be reviewed every 3 years by the Governing body in line with the policy review schedule.
