



# **DURANTS SCHOOL – POLICY DOCUMENT**

**Continuing Professional Development Policy (CPD)**

**April 2023**

*Reviewed & updated: April 2023 (Daniela Barzanti)*

*Next review date: April 2026*

### **Introduction**

The purpose of this policy is to provide clear information and guidelines on the ethos, philosophy, guidelines and process of continuing professional development at Durants school.

### **Principles**

We believe that effective CPD contributes significantly to school improvement. An investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school.

In particular we believe that CPD is most effective when it is:

- Owned by staff – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- Relevant to the context – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- Builds on existing expertise – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- Collaborative and supported from within the school – the most powerful learning occurs when opportunity is provided for debate and reflection.
- Sustained – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- Accesses external expertise – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or teacher from Durants School.

We believe that effective CPD practice has the following impact:

- **Improves student learning**
  - Students engaged in a dynamic learning programme with staff are more likely to achieve
  - Staff who develop skills and confidence can provide effective learning experiences for a wide range of students
- **Improves teaching**
  - develops and sustains skills which enables staff to do their jobs effectively
  - updating knowledge
  - develops best practice
  - widens the repertoire of classroom skills
  - enhances strong practice
  - develops specialisations thus improving teaching quality
- **Helps to support staff appropriately**
  - strengthens the recruitment and retention of staff
  - promotes personal and career appraisal enabling staff to make more informed choices about career pathways
  - informs the appropriate deployment of staff

- **Promotes a positive ethos and learning culture**
  - through high expectations
  - through discussion, dialogue, trialling and reflection
  - through building internal capacity
  - excellence in learning throughout the school
- **Improves leadership**
  - develops people's strengths
  - broadens people's ability to take a lead on whole school initiatives
  - develops people to take up new roles
  - develops an understanding of the context in which staff work at national, local and school level leading to greater cohesion in students' learning
- **Contributes to school improvement and transformation**
  - by engaging staff as learners in collaborative enquiry
  - by sharing the knowledge and skills of all staff
  - through collective responsibility

### **Values and Entitlements**

All staff should take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of the school and have a right of access to CPD.

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs. Equally, governors need to have effective training in order to carry out their duties effectively.

CPD planning will be linked and integrated with the School Improvement Plan and be based on a range of information and priorities:

- The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the School Improvement Plan
- The needs of the school as identified through OFSTED
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual student needs e.g. communication, first aid + medical training, behaviour, autism
- Curriculum appraisal
- Health and safety
- National and local priorities e.g. national curriculum strategies, Child Protection, Safeguarding
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including governors, students and parents
- Resources – e.g. membership of professional bodies; purchase of books/journals

The school will ensure there is a budget put aside for CPD and that this budget is used to ensure best value. This will be agreed with the governing body and made explicit in the school budget. It will be used equitably across the whole staff.

The school will endeavour to source the provision of CPD according to the best value principles of comparison and allow staff to develop skills and competencies with reference to recognised competency frameworks e.g.

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DfE Teachers Standards Framework competency descriptions Teaching Assistants, HLTAs, etc. Durants has also been accessing the AET government training for Autism.

### **Supporting CPD Initiatives**

The school supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the school.

These CPD approaches will include:

- Attendance at a course or conference
- In-school training using the expertise available within the school e.g. behaviour management, sharing good practice, classroom observations, Positive Behaviour Support, Healthy Eating and Exercise, Communication
- School-based work through accessing an external consultant or relevant expert
- Peer coaching
- Professional networks with other special schools. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Links with Winchmore Secondary School through the ARP to develop inclusive practices
- Opportunities for teachers to develop their subject expertise
- Opportunities to participate in accredited learning
- Distance learning
- Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks
- Producing documentation or resources e.g. teaching materials, assessment package, DVD
- Course delivery- as part of the planned outreach programme, staff are encouraged to undertake delivery of CPD to other agencies within their own specialist areas e.g. Autism, Behaviour, PBS, training for support staff, Eating & Autism, Attention Autism
- Partnerships e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, research, observation, special project working groups.
- Creating an improving learning environment within the school

The CPD Co-ordinator is informed about CPD identified through Appraisal/Performance Management.

At Durants, through CPD, all staff have the opportunity to progress in their careers for example Teaching Assistants can move from scale 3 through to scale 5 and progress into teaching by applying for the assessment only route; teachers can undertake leadership courses/masters degrees to move into Middle and Senior Leadership Roles.

### **Finance**

The Governors will consider the CPD budget requirements when undertaking the annual budget setting process. They will ensure that sufficient funds are set aside to enable the school to discharge its duty and responsibility for whole school workforce CPD.

The allocation of CPD funding will be based on the following criteria and will always consider the purpose of, and value to, the school of the training;

- Enabling the whole school workforce to meet objectives set out in their Performance Management/Appraisal planning statements.
- Supporting the school improvement plan priorities

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- Developing the workforce's professional practice, especially with regard to supporting the Professional, Occupational and Leadership standards.
- An individual's own professional development where funding is available to support this.
- Where there are many demands on funding CPD, then school priorities take precedence over individual preferences. This decision will be made by the Head Teacher after consultation with the CPD Leader and other members of the Senior Leadership Team. Where a conflict of interest arises, the decision will be made by the appropriate Governing Body Committee.

#### **Monitoring and Evaluation**

The CPD co-ordinator will support staff in updating their professional portfolio and will update records of training undertaken by colleagues.

Staff who attend an external course will be asked to fill out a course request form which highlights the impact they feel the course will have to teaching and learning. After the course they will be asked to fill out an evaluation and feedback form which highlights the impact of the training. Where applicable, Staff will be asked to disseminate the training to other staff to further develop teaching and learning.

The CPD co-ordinator will annually update the Governing body on the benefits of CPD as it relates to: pupil and school attainment, improved teaching and learning, increased pupil understanding and motivation, increased staff confidence, recruitment, retention and career progression and promotable staff.

The CPD leader is responsible for monitoring CPD to ensure that it is at the centre of school improvement