

Cranbury College

Continuing Professional Development Policy

1. Principles, Values and Entitlements

1. Cranbury College believes that all staff should be involved in a continuing process of improvement. The College is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which the College is able to motivate and develop its staff. This development takes place at a number of levels: individual, team, whole College and through wider networks.
2. Cranbury College believes that a carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.
3. All those involved in the College shall have an entitlement to equality of access to high-quality induction and continuing development.
4. The College has effective measures in place to audit the professional and personal needs of staff and link this to the Performance Management system.
5. The focus of CPD will be on improving standards and the quality of teaching and learning. The College will ensure that mechanisms are in place to disseminate good practice in CPD that supports and improves teaching and learning.
6. CPD planning should be integrated with the College Development Plan and based on priorities identified through self-evaluation.
7. All forms of professional development will be based on the following principles:
 - all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work;
 - all staff will have regular opportunities to discuss their development needs and professional aspirations;
 - All staff have a responsibility to participate in College focused CPD and personal career development.
8. The College will use a range of providers/types of provision and endeavour to source the provision of CPD according to the best value. Quality Assurance mechanisms ensure that the College accesses provision of a consistently high standard.

9. The College supports professional recognition, including accreditation of the CPD undertaken.

2. Leadership and Management of CPD

1. The College has a named CPD leader, who has responsibility for the leadership and management of CPD.
2. The CPD leader should have access to appropriate support and training in order to fulfil their role effectively.
3. The CPD leader is responsible for collating the CPD needs of the College and its staff.
4. The CPD leader's main responsibilities are to:
 - keep up to date with CPD developments locally and nationally;
 - promote CPD as a central element of Performance Management and College improvement;
 - provide details on the range of CPD opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all;
 - identify the College's CPD needs through mechanisms such as: College self-evaluation, analysis of Performance Management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams;
 - discuss the main CPD priorities and the budgetary implication with the Headteacher and Management Committee;
 - report to the Management Committee on the provision and impact of CPD;
 - ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions;
 - provide guidance to colleagues on the most effective procedures for disseminating information following professional development training;
 - regularly and accurately update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement.

3. Planning for CPD

- The College's 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:

- meet identified individual, College or national development priorities;
- are based on good practice - in development activity and in teaching and learning;
- help raise standards of pupils' achievement;
- respect cultural diversity;
- are provided by those with the necessary experience, expertise and skills;
- are planned systematically and follow the agreed programme except when dealing with emerging issues;
- are based, where appropriate, on relevant standards;
- are based on current research and inspection evidence;
- make effective use of resources;
- are provided in accommodation which is fit for purpose with appropriate equipment;
- provide value for money;
- have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision.

4. INSET / Training Days

- The College has 5 INSET / Training Days per year. These are organised around the needs of the College and its Teams / Groups of staff. This programme includes annual accredited updates on Child Protection / Safeguarding, Team Teach, Health and Safety and Equalities' training. Weekly opportunities for training and development are calendared on a Tuesday between 15:00 - 17.00. Each site has a small CPD Library which is likely to be located in the Centre Manager's office. Staff are encouraged to read Professional Journals and a selection of up to date texts.

5. Induction

- New staff and staff promoted to new roles need support. Line Managers are responsible for Induction. However an Induction Checklist provides a common starting point which is then adapted to meet the needs of the inductee. The CPD leader will periodically meet all new staff to provide addition support and guidance where necessary. Induction for a new member of staff will probably take 4 terms but it is hoped that good induction will enable a new member of staff to work to the highest standards within two weeks. A copy of the Induction Checklist can be found in the Staff Handbook.

6. Courses and Professional Development Opportunities

- All departments / groups in the College have maintenance budgets and development plans which include the allocation of Training and Development Funding. Line Managers can spend this allocation to meet the needs of their plans. In addition central pots have been allocated for whole service training.
- All Continuing Professional Development Requests must be completed using the CPD Request Form found in the staff handbook. All requests must be approved by the CPD leader before booking. On completion of any Courses participants are expected to feedback via email to the CPD leader and to their Line-Manager about how the course is impacting on practice and pupils' outcomes. All staff are expected to bring evidence to their appraisal that identifies where CPD has impacted on practice and learner outcomes. In addition Heads of Department are asked to complete a review of all their team's CPD once per year to identify if there has been any longer term impact on practice and learner outcomes.
- Line Managers are expected to provide clear guidance and support to their staff working with the CPD leader to plan and deliver a high quality service. All training and development is recorded and registers of participation kept on SIMS. These records are available for reference writing and copies given to staff on request. Staff are expected to keep evidence files from CPD.
- Members of Staff with TLRs, Upper pay Spine and roles with line management responsibility are expected to lead INSET / Training for colleagues. All INSET / Training is logged.

7. Supporting a range of CPD activities

The College will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the College. These CPD approaches may include:

- attendance at a course or conference;
- in-College training using the expertise available within the College, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise;
- College-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher;
- Visits to other relevant institutions to observe or participate in good and successful practice, e.g. visit to a College or subject area with similar circumstances, a training College;
- secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, College, Higher

Education, industry, international exchange, involvement with Management Committee;

- shadowing opportunities to observe experienced colleagues in another setting;
- opportunities to participate in award bearing work from Higher Education or other providers such as the National College for Teaching and Leadership;
- research opportunities;
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network, become involved in local and national networks;
- job enrichment/enlargement, e.g. a higher level of responsibility; front lining 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, e.g. with a colleague, group, subject, phase, activity or College-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in College Improvement Partnership Network, Network Learning Community;
- creating an improved learning environment within the College.

8. Supporting professional qualifications

The College supports staff to undertake professional qualifications where;

- there is a clear benefit to the College and its pupils;
- there is sufficient budget to support the training;
- attainment of the qualification allows the person to fulfil a specific role to which they are appointed (e.g. SENCO, Clinical qualifications)
- the College has a legal duty to ensure qualified staff are employed (eg; First Aid);
- having a qualified member of staff allows for in house training that makes a financial saving (e.g. Team Teach trainer, First Aid trainer);
- all requests should be made using the CPD form and will need approval from the Headteacher. Courses may be funded in full, part-funded or release days may be granted. The outcome of requests will be communicated in writing and any terms and conditions outlined. Where there are more requests than budget will allow at least two members of the Management Committee will assist the Headteacher in making funding decisions;

- staff receiving funding to undertake training will be asked to sign a contract to agree that if they leave their post within three years of receiving training they may be required to repay a proportion of the funding provided. This will be made clear in the terms laid out by the Headteacher and Management Committee.

9. Assessing the impact of CPD:

The CPD leader shall present his/her report to the Management Committee annually with an assessment on the benefits of the CPD undertaken (and planned), especially as it relates to:

- pupil and College 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.