

HASSENBROOK SCHOOL Specialist Technology College



CONTINUED PROFESSIONAL DEVELOPMENT (CPD) PROCEDURE

Continuing Professional Development (CPD) Procedure

Aims

There is an expectation that staff should continue to develop throughout their careers and that a range of opportunities and frameworks should be made available to enable this to happen. It is recognised that all members of staff play a vital role in improving the quality of learning experiences for all our students. This policy aims to support this by:

- Offering an entitlement to CPD to all those who work within the school whether full or part time teaching or support staff.
- Providing support for staff in meeting the objectives identified in the School/Department Development Plans and Performance Review processes
- Providing an efficient system that identifies the professional support and professional training needs of staff.
- Providing a system that enables feedback on professional development to be passed on to colleagues and for effective evaluation to take place.
- Supporting the school in the leadership and management of educational change.

Identifying Professional Development.

Any activity that takes place which develops your learning and/or practice in your job can be included as CPD, whether this is a meeting, an observation or a formal course. The point about CPD is that it has an outcome and a positive effect for student's and/or staff learning.

Most professional development will take place in school and with colleagues; in fact this is recognised as the most powerful and effective type of experience.

The following can be considered as CPD, but there may be other things you may be involved in that contribute to your professional development:

- Meetings
- Observations
- Joint planning/teaching
- Coordinating departmental/year group/whole school activities.
- Leading INSET including DITO sessions
- Specialist school activities
- School based research projects
- Mentoring NQT/students
- Running extra curricular activities
- LA activities
- External courses
- Whole school training
- Membership of professional bodies.
- Publishing articles
- Evidence based training
- mentoring

Priorities for Professional Development

Identification of staff development activities occurs through **school development planning, departmental development planning** and through the **performance management process**.

After statutory training like health and safety and child protection, priority will always be given to staff development activities which support the School and Departmental Development Plans. The CPD Coordinator will also apply the following criteria before any agreement is given:

- Is the activity likely to have a positive effect on the quality of learning and teaching?
- Will the activity improve the leadership and management structures within the school?
- Has the need/request been identified through the performance management process?
- Who will benefit from this activity short term/long term?
- Are there sufficient resources available to support this activity, e.g. finances, release-time, supply cover?
- How will the allocation of resources to this activity affect other planned activities in the school?
- What activities has the individual been involved in during the current school year?
- What are the implications for the individual, department and school if this activity does not take place?

Applying for Staff Development Activities

Requests for professional development courses/training, should, initially, be discussed with the Learning Leader, Subject Leader, Line Manager or the CPD Co-ordinator. The following process should be used:

- Applications for courses/training should be made in writing on the forms provided. The course should be discussed with the relevant line manager who must sign the form to agree the application. When completed, the form should be forwarded to the CPD Co-ordinator.
- There is space on the form for staff to link the application to the school development plan, the departmental development plan, or a personal training need.
- Once a decision has been made the form will be processed. If a request is denied, a reason will always be given. All successful applicants will be asked to complete an evaluation/feedback form. It is the responsibility of the applicant to book

themselves a place on the course which has been applied for. This must be returned to the CPD Co-ordinator.

- Claims for expenses need to be processed through the finance officer.

Portfolios

All staff members are encouraged to maintain a CPD portfolio. It is important that this is kept up to date. This will provide information that each staff member will require when applying for new roles and responsibilities and for progression through the pay spines. It also provides a quick overview of the training received and any areas where further training is required.

Inclusion in a portfolio:

Performance management

- Job description/job purpose
- Targets
- Documentation from observations
- Performance management reviews

Professional development

- Record of CPD activities
- Record of external courses
- Copies of evaluation sheets

Other

- Certificates
- Curriculum vitae
- Evidence for application for threshold
- Applications for progression