

## **MERE SCHOOL**

### **Continuous Professional Development Policy**

#### **School principles and values**

This school is committed to fostering a positive climate for continuous learning. It is a 'learning community' where all staff are involved in a continuous process of improvement and enrichment.

The school believes that a coherent and progressive opportunity for all staff to develop professionally and personally raises both standards and morale, provides personal and professional fulfilment and has a positive impact on improving pupils' learning.

This school recognises and values the contribution that all learners make, regardless of their length of service or position in the school. Good learning takes place in both formal and informal contexts: we seek to promote a culture where learners seize all opportunities available to develop their skills and knowledge.

#### **Entitlement**

All those involved in the school community have an entitlement to equal access to high-quality induction and continuing support and development. Through CPD, members of the learning community are able to develop skills and competencies progressively, allowing them to build on and reinforce their experience and expertise.

Each member of the school learning community is responsible for:

- reflecting on their practice and determining their strengths and areas for development and recording these reflections in the annual performance management interview,
- reflecting on all CPD experiences and disseminating their learning to relevant colleagues,
- making the most of the professional development opportunities, including learning with and from colleagues, both in this school, neighbouring schools and beyond, and
- engaging fully in the performance management or appraisal process .

#### **Identifying need**

Professional development will be provided to meet the needs of the school and those of the individual as identified through:

- the self-evaluation form (at the end of the academic year);
- the School Improvement Plan;
- Performance management and appraisal;
- Government initiatives and Local Authority initiatives;
- DfES guidance for newly qualified teachers;
- National Standards, for example, for teachers, support staff or governors.

Funding for CPD will reflect the priorities identified within the school's Self-Evaluation Form and School Development Plan.

## **Provision**

Our CPD programme offers a wide range of development opportunities for all staff including:

- induction;
- performance management or appraisal and review of job description;
- school, cluster and LA in-service training, workshops and conferences;
- joint staff and governor meetings and training sessions;
- paired reviews of children's work;
- paired teaching and observations;
- membership of working groups;
- courses, conferences and seminars in and beyond Wiltshire;
- coaching and mentoring;
- membership of local and regional networks;
- membership of professional associations;
- placements and secondments;
- international professional development opportunities;
- preparation for new roles and responsibilities such as leadership and management.

## **Evaluating impact and disseminating good practice**

All professional development activities are monitored for their impact. Evaluation forms are completed and returned to the head teacher and subject leader.

Following professional development, the participant will discuss with the head teacher the opportunities to disseminate to other staff. Where it is agreed that there would be benefit in a wider circulation or follow up, the head teacher will be responsible for organising that, e.g. circulating relevant resources, a session at staff or subject meeting, introducing a learning or teaching strategy, etc.

Evaluation will be undertaken at a variety of levels including:

- immediate/short term evaluation by participants;
- impact of CPD evident in monitoring strategies;
- informal discussion with colleagues about improved practice and impact.

Use will be made of appropriate DfES and other documents to aid the evaluation of the impact in both quantitative and qualitative terms. This may include:

- pupil and school attainment;
- record keeping;
- more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches;
- a climate of supporting success and effort;
- increased staff confidence, enrichment, motivation self-esteem, preparedness to take risks, collaboration, reflectiveness;
- greater pupil enthusiasm, engagement and commitment;
- good recruitment and retention;
- good career progression for staff.

## **Role of the CPD leader**

The head teacher will be responsible for:

- overseeing the implementation of the policy
- deciding whether any follow up is needed with the provider following professional development.
- reviewing annually whether any aspects of the CPD provision, e.g. service level agreements or subscriptions do not represent value for money and make appropriate recommendations to the headteacher and governing body.
- assessing the value for money aspect of CPD through monitoring and evaluating impact.
- ensuring that CPD systems and procedures conform to current research findings.
- providing a yearly plan for CPD to the head teacher and governors.
- providing a half termly CPD report to the head teacher and governors. This report will detail:
  - the CPD undertaken ensuring all staff groups are represented
  - value for money
  - the impact it has had on raising standards and achievement.
  - recommendations for improvements

This CPD policy will be reviewed every 3 years by the governing body.

Autumn 2007

Autumn 2010