

ST MARGARET'S CE PRIMARY SCHOOL

POLICY FOR CONTINUING PROFESSIONAL DEVELOPMENT

INTRODUCTION

This document is a statement of the aims, principles and strategies used to meet the needs of our staff. This professional development is central to being a teacher, teaching assistant, an administrator or a manager in this school. Such development is necessary in order to respond to the curricular and pastoral needs of the pupils and the professional and personal needs of personnel, which should lead to greater job satisfaction for adults and higher achievements for pupils. The policy was reviewed in 2011.

DEFINITION OF CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development (CPD) is a process closely linked to Performance Review embedded within the School's Development Plan that:

- Provides a continuum of professional development for all staff based on their individual needs at different stages in their career;
- Responds to the training and developmental needs of both the school and the individual;
- Contributes towards job and career satisfaction;
- Supports school effectiveness and improvement;
- Enhances pupils' achievements and attainments;
- Enables response to national initiatives and standards in a systematic, managed and realistic way.

In addition, the process of CPD will also be informed by the school's monitoring and evaluation processes, where analysis of pupil performance data may lead to implications for further professional development.

INTRODUCTION

“Highly skilled, committed and qualified staff are at the heart of effective teaching and learning. Staff development involves the planning and provision of support to teachers and other school staff which will lead to improved achievement for pupils”

(West Sussex Curriculum Statement)

It is necessary to create a learning culture for all members of the school's community by ensuring the systematic provision for the continuing professional and personal development of all staff, based on individual needs at different stages of their careers.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) aims to:-

- Recognise and acknowledge the strengths, skills, expertise and contributions of all members of staff.
- Identify the needs of all members of staff, through a process of discussion and negotiation;

- Ensure training and developmental opportunities to fulfil both the professional needs of all staff and those of the School's Development Plan;
- Enhance the quality of teaching and learning to ensure high standards of pupil achievement.

STAFF ENTITLEMENT

As part of the CPD policy and programme all staff are entitled to, when relevant, job profiles, an induction process, an analysis of needs, CPD interviews/discussions and performance review. *This will involve:-*

- Job profiles for all members of staff;
- An induction programme for all newly appointed staff;
- Support for any change of role, eg. through peer mentoring, joint responsibilities, shadowing;
- The identification of needs that reflect those of the school and of individuals;
- The systematic provision of professional development interviews/discussions and performance review that are embedded in the School's Development Plan;
- Access to information about school-based, off-site and self-directed development and training;
- Access to training and developmental opportunities linked to needs analysis and the School's Development Plan;
- Opportunities to bid for appropriate resources for CPD, in terms of time and money.

SCHOOL-BASED TRAINING AND DEVELOPMENT COULD INVOLVE:

- Classroom observations (by Headteacher, Line Managers, Teachers, Consultants);
- An induction programme for newly appointed staff (and students), managed by a named mentor within the school;
- In-service training for all staff, linked to the School's Development Plan, involving systematic staff meetings and INSET days;
- Self-monitoring of teaching and learning effectiveness against specific criteria;
- Peer-mentoring by teachers working in partnership as critical friends;
- Some planned opportunities for team teaching;
- Opportunities for job-shadowing to raise awareness of different roles and responsibilities;
- Job swaps such as co-ordinator responsibilities, or a change of year groups;
- Self-directed personal reading (from TES and other educational journals, green/white national papers and annual report, educational literature on curricular aspects and teaching/learning);
- Self-directed personal training (in the form of preparing a paper to address a staff meeting or inform Governors);
- Conducting focused research within the school.

OFF-SITE TRAINING AND DEVELOPMENT COULD INVOLVE:

- Classroom observations of colleagues in other schools;
- Liaison and moderation meetings with colleagues from other schools (transfer, level agreement trails, continuity issues for co-ordinators);
- INSET courses, conferences, meetings and support groups run by the locality or other agencies;

- Full access for Governors' to the LA's Governors' training programme.

RESOURCES (HUMAN AND MATERIAL)

CPD strategies will be included within the School's Development Plan with every intention to fund appropriately maximising opportunities for all members of staff. It is generally recognised that financial constraints are going to have a bearing on the level of training which the school can sustain over and above its statutory duty.

Funding or part funding may be required to:

- Enable staff to pursue personal further qualifications that could enhance their professional role (degree, diploma, NVQ, other accredited schemes).
- Provide non-contact time in classrooms to observe, be observed, work alongside others;
- Provide cover to enable in-service training, either in the role of trainee or trainer.

RESPONSIBILITIES OF THOSE INVOLVED IN CPD CO-ORDINATION: IMPLEMENTATION, MONITORING AND REVIEW

The Headteacher will ensure that the CPD policy and plan is a fundamental part of the School's Development. **The named CPD co-ordinator will:**

- Be aware of staff's training needs from the performance management process;
- Oversee this implementation of the policy, ensuring that it reflects national, local and school priorities;
- Liaise with colleagues to monitor and review the policy;
- Ensure an induction programme for all new members of staff;
- Ensure each member of staff engages with the performance management process;
- Analyse the identified needs of all staff;
- Ensure a balance between the school's needs and those of individuals;
- Encourage participation in training and developments as an essential aspect of professional growth, rather than as an optional extra;
- Review with colleagues, training and developmental strategies to determine their effectiveness and impact;
- Recognise and record the achievement and progress of all staff;
- Recognise and support good practice;
- Monitor and review the job-profiling process;
- Determine a programme of on-site training and development (staff meetings, INSET days);
- Determine criteria to be used when considering request for funding off-site in-service training;
- Liaise with subject co-ordinators, colleagues in determining off-site training and development;
- Ensure that the whole team is informed of issues that may arise from meetings of parts of the team (teaching assistants).

CONTINUING PROFESSIONAL DEVELOPMENT An Induction Programme for Newly Appointed Staff

NQT'S

- Named induction Tutor who has received relevant training from WS
- Induction programme to be followed, to include access to WS courses and support groups, observation of good practice within the school, work on a .9 timetable to allow for release for visits to other schools, WS courses, directed work at school, private study etc – the cost of supply cover to allow this to be funded by WS
- Provision with a copy of the leaflet “An Introduction to St Margaret’s” which will be reviewed and updated each year.

NEWLY APPOINTED TEACHING STAFF OTHER THAN NQT'S

- Assessment on appointment of immediate needs and the provision of a programme to meet these
- As early as possible after appointment, a named mentor will be assigned from the existing staff (eg. planning partner, a member of staff very recently appointed who will have recent memory of the situation)
- Arrange that the appointee will visit the school for at least one day (two days if possible) other than the day on which he/she meets their new class) in order to “shadow” the planning partner and familiarise themselves with the school ethos, and programme. If possible this will allow time for short meetings (half hour?) with core subject co-ordinators to discuss the school’s curriculum and the equipment, materials etc available. The opportunity to observe some teaching of the appointee’s age group would also be beneficial.
- Provision with a copy of the leaflet “An Introduction to St Margaret’s”

CLASSROOM SUPPORT STAFF

- The present system allows for “on-the-job” training and needs for this are assessed termly.
- If the appointment is to replace a current member of staff, it would be helpful for the appointee to “shadow” the person they are replacing before taking up their appointment.
- The opportunity to talk with/work alongside an existing TA for a short period.
- A named teacher to be arranged as mentor – ideally the class teacher with whom the appointee will spend the most time.

OFFICE STAFF

- The opportunity to “shadow” an existing member of the office/reception staff.

MIDDAY MEALS SUPERVISORS

- The mentor will be the senior MMS.
- For the first week the appointee will shadow an existing member of the team.

CLEANING STAFF

- The senior cleaner will be their mentor and arrange the appointee’s training as appropriate