

St. Theresa's Catholic Primary School

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Catholic Primary School



CONTINUING PROFESSIONAL DEVELOPMENT POLICY

"We learn together, we play together, we pray together, we grow together in the love of God"

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Catholic Primary School



Validation Grid

Title	Continuing Professional Development Policy
Author	Barbara Costa
Associate Author	N/A
Committee	Curriculum and Achievement
Target Audience	School Community
Stakeholders Consulted	Governors
Curriculum / Non Curricular	Non Curricular
Associated Policies / Documents	Teaching, Learning and Assessment Policy, Appraisal Policies
New Policy or Review of Existing Policy	New
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1. Aims

At St. Theresa's Catholic Primary School (St. Theresa's / school / we), we believe that the opportunity to develop professionally and personally both improves teaching and learning, as well as raises morale through personal and professional fulfilment which in turn assists recruitment and retention.

The purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching and learning.
2. To enable staff to meet their individual objectives as set out in their appraisal.
3. To facilitate the CPD of all staff.
4. To involve all staff in moving the school towards the objectives stated in the school improvement plan (SIP).
5. To provide a systematic approach to development for all staff.
6. To provide support and advice for staff.
7. To ensure all teaching staff are able to meet the teachers' standards.

At St. Theresa's it is an expectation of all staff to participate in Continuing Professional Development (CPD) activities; this includes activities directed by the school and self-directed activities. CPD opportunities are an entitlement for all staff - teaching, support staff and governors. All members of the school community will have opportunities through appraisal and other meetings with the Senior Leadership Team (SLT) to discuss their professional development needs.

All CPD opportunities will be prioritised and clearly link to the SIP.

The emphasis of our CPD will be to improve the quality of teaching and learning across the school. CPD planning will be linked and integrated with the SIP and will be based on a range of information:

- The needs of the school as identified through its self-evaluation;
- Issues identified through other monitoring, e.g. OFSTED;
- National and local priorities;
- Subject Leader monitoring;
- Appraisal;
- Feedback from staff and others including governors, pupils and parents/carers.

2. Key Roles and Responsibilities

- The Governing Body has overall responsibility for ensuring that the CPD Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Headteacher will be responsible for the day-to-day implementation and management of this policy.
- The Headteacher, SLT and Subject Leaders are responsible for identifying the school's CPD needs and those of the staff working within it.
- Individual members of staff are responsible for identifying personal professional development needs in response to their own practice.
- The Headteacher, SLT and governing body will discuss the likely budgetary implications of addressing the main CPD needs. They will advise on issues such as the benefits of service agreements with appropriate providers.
- CPD issues will be addressed at governing body meetings and be discussed in the Curriculum and Achievement committee meetings.
- Through Appraisal procedures and SLT/Teaching Assistant (TA)/Team meetings there will be discussions regarding the following within the context of school priorities and within budgetary constraints.
 - Needs and aspirations
 - Accreditation opportunities
 - Ways of disseminating the training
- There should be robust, transparent arrangements for accessing CPD that are known to all staff.

3. Provision of CPD and training

At St. Theresa's, CPD provision will allow staff to develop skills and competencies progressively, with reference to The National Curriculum, Teachers Standards, and National Occupational Standards for Teaching Assistants etc.

We are committed to disseminating good and successful practice that supports and improves teaching and learning. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represents good value for money and can be accommodated within the constraints of the school.

The school will support members of staff who wish to gain relevant qualifications in line with the school staffing plan as resources allow. There is no commitment on the part of the school to part fund or fully fund CPD that does not benefit the school.

4. Repayment of training costs

- If a member of staff resigns during training for which the school is paying or within one month of the date of completion of training for which the school is paying, they will be required to repay the full cost of the training.

- Following this period, the school operates a sliding repayment scale, so that the amount that the employee is required to repay is reduced by one twelfth at monthly intervals. Once the employee has completed one year's service from the date of the end of the training, they will not be required to repay any of the costs of the training should they resign.
- The school reserves the right, on the employee's resignation, to require them to repay the employer for training costs that they owe from their final salary payment.

5. Planning for Effective CPD

CPD will be planned to balance use of resources with the aspirations and interests within staff. CPD opportunities should meet the following criteria:

- Meet identified individual, school or national development priorities;
- Are based on good practice – in development activity and in teaching and learning;
- Help raise standards of pupils' achievements;
- 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, particularly ICT;
- 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.

6. Types of CPD activity

In order to meet the needs of staff and to maximise the impact on teaching and learning within the school, a range of approaches to CPD will be used.

The school will consider a range of approaches to CPD such as:

- Attendance at a course or conference;
- In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise, lesson studies, school led INSET;
- School-based work through accessing an external consultant/adviser or relevant expert to model and demonstrate lessons;
- School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances;
- Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with governing body;

- Opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- Research opportunities, e.g. a best practice research scholarship;
- 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-ordinating or supporting a learning forum or network, involvement in local and national networks;
- Job enrichment/enlargement, e.g. a higher level of responsibility; 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 school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in Network or partnerships
- Creating an improved learning environment within the school.

8. Assessing the impact of CPD

An annual review of CPD undertaken will take into account the benefits to:

- Pupil and school 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.

Staff members are expected to:

- evaluate individual CPD and training activities as they undertake them.
- maintain an appropriate professional development portfolio.
- disseminate relevant professional development to the school community.