

# **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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## Validation Grid

<b>Title</b>	Continuing Professional Development Policy
<b>Author</b>	Barbara Costa
<b>Associate Author</b>	N/A
<b>Committee</b>	Curriculum and Achievement
<b>Target Audience</b>	School Community
<b>Stakeholders Consulted</b>	Governors
<b>Curriculum / Non Curricular</b>	Non Curricular
<b>Associated Policies / Documents</b>	Appraisal Policy, Child Protection and Safeguarding Policy, Early Career Teacher (ECT) Induction Policy, Behaviour Policy, Staff Code of Conduct, Complaints Procedures Policy
<b>New Policy or Review of Existing Policy</b>	Review
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Headteacher *Barbara Costa* Barbara Costa

*Fiona Kerin*  
Chair of Governors Fiona Kerin

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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. 2. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2016) 'Standard for teachers' professional development'
- DfE (2021) 'Teachers' Standards'
- The Equality Act 2010

### **3. Roles and Responsibilities**

The Governing Body will:

- Ensure the correct implementation of this policy.
- Ensure that this policy adheres to the school's duties under the Equality Act 2010.
- Be responsible for handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Engage in child protection and safeguarding training.
- Ensure all staff receive appropriate safeguarding and child protection training (including online safety) at induction in accordance with the school's Child Protection and Safeguarding Policy.
- Delegate CPD issues to the Curriculum and Achievement committee.
- Discuss with the Senior Leadership Team, the likely budgetary implications of addressing the main CPD needs, who will advise on issues such as the benefits of service agreements with appropriate providers.

The Headteacher will:

- Be responsible for the day-to-day implementation and management of this policy.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Members of the Senior Leadership Team will:

- Be responsible for overseeing the administration of CPD and training at a strategic level.
- Liaise with the governing board and Headteacher to report on the provision and impact of CPD.
- Inform the delivery of CPD by robust evidence from a range of resources.
- Be responsible for identifying staff training needs via the appraisal process.
- Engage in CPD to enhance their leadership skills.

All staff members will:

- Be responsible for identifying their own training needs in response to their own practice.
- Be responsible for evaluating the CPD they undertake.
- Successfully complete all induction training.
- Engage in training and CPD organised by the school.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

#### **4. 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.

Training provision will ensure that all teachers are meeting the requirements of the Teachers' Standards Guidance to:

- Set high expectation which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.

The school will remain committed to disseminating good and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.

Staff will receive regular safeguarding and child protection updates, including online safety as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The school will ensure that safeguarding training for staff is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

In accordance with the school's duty under the Health and Safety at Work Act 1974, all staff members will undertake health and safety awareness training.

#### **5. Payment and/or repayment of training costs**

- 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.

- 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/academy 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.

## **6. 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.
- Having robust, transparent arrangements for accessing CPD that are known to all staff.

## **7. 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. Training for staff with additional responsibilities**

### **The DSL and Members of the Safeguarding Team**

In accordance with Annex C of KCSIE, the DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out their role. Their training will be updated at least every two years.

The DSL and any deputies will also undertake Prevent awareness training.

Training will enable the DSL and any deputies to:

- Understand their own role.
- Know how to respond to specific needs that can increase the vulnerability of pupils.
- Understand specific harms that can put pupils at risk.
- Understand the processes, procedures and responsibilities of other agencies including LA children's social care.

### **SENCO**

The school will ensure that the SENCO has achieved a national award in special educational needs coordination within three years of taking up their post. When appointing the SENCO or arranging for them to study a national award, the school will satisfy itself that the chosen course will meet the desired outcome and equip them to fulfil the duties outlined in the SEND code of practice

## **9. 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.