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Policy Name: CPD Policy

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| Date policy written/amended | Amended/written by | Authorised by | Next review due |
| 7.2.17 | Sarah Cox |  |  |
| August 2018 | Sarah Cox | Sarah Cox | August 2019 |
| June 2019 | Sarah Cox | Sarah Cox | June 2020 |
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**Principles, Values and Entitlements**

1. The Melton Learning Hub is a “learning community” and is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the

means by which the centre is able to deliver whole team and individual

development priorities.

2. The Hub has an expectation that all members of the learning community will take an

active role in their own professional development.

3. The Hub believes that all members of staff have a responsibility to support the

professional development of colleagues.

4. Professional development will be co-ordinated by the centre manager.

5. All members of the Hub learning community will have an entitlement for access to high quality

induction and continuing support and development.

6. The key elements of the CPD policy comprises:

- effective auditing and identification of need and aspiration

- appropriate match of provision to learning needs

- reliable and explicit evaluation of the impact of provision

- dissemination of effective practice.

7. The Hub will aspire to obtain appropriate quality standards from organisations that

support the principals of effective professional development

8. The Hub will use a range of types of provision and providers adopting “Best Value”

principles in determining these. The school is committed to working with all training

providers to develop and improve the services they provide through collaborative

planning and detailed feedback.

9. The Hub CPD provision will allow staff to develop skills and competencies

progressively allowing them to build on and reinforce skills and expertise dealt with

earlier, particularly across the key areas identified in the appropriate standards

frameworks.

10. The Hub will provide and support opportunities for professional recognition including

accreditation of the CPD undertaken.

**Auditing and identification of need and aspiration**

1. The centre manager will be responsible for identifying the training and development needs of

the hub community. These needs will be identified through mechanisms such as

performance management, self-evaluation, national and local priorities, other internal and

external monitoring and feedback evidence and through informal and formal discussions

with individuals and teams.

2. The centre manager will be responsible annually for discussing with the board of directors the main training and development priorities and the budgetary implications of addressing these needs.

4. The centre manager will facilitate access to a range of professional development

opportunities and be responsible for communicating opportunities to appropriate staff.

6. The school will have systems and opportunities for teams and the whole school to feed to

the CPD Leader details of priorities and approaches to development.

7. The CPD Leader will be responsible for ensuring the effective organisation of access to

opportunities, eg booking, confirmation and for providing appropriate support such as

organising relevant resources, setting up appropriate meetings and organising

membership of, and subscriptions to, appropriate bodies such as subject associations

and school improvement organisations.

**Match of provision to learning needs**

1. The professional development opportunities available will only be offered if they:

• meet identified individual, team, school or national development priorities

• are based on recognised effective practice

• contribute to raising the standards of pupils’ achievements

• respect cultural diversity

• are provided by those with the necessary experience, expertise and skills

• are planned systematically

• are based, where appropriate, on relevant standards

• are informed by current research or 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.

• provide opportunity to measure impact

2. The Hub will support a wide portfolio of CPD approaches matched to the need of

learners. These will include:

• in-hub training using the expertise available within the centre and

collaborative activity (eg collaborative teaching, planning and assessment,

work with a learning team, classroom observation, existing expertise, peer

evaluation, collaborative enquiry and problem-solving, modelling)

• coaching and mentoring and engaging in a learning conversations

• job enrichment/enlargement (eg a higher level of responsibility, front line

working in someone else’s job, job sharing, acting roles, job rotation,

shadowing, leading meetings)

• producing documentation or resources such as curriculum development,

teaching materials, assessment package, ICT or video programme

• accessing an external consultant/adviser or relevant expert such as an

Advanced Skills Teacher or Lead Teacher

• master classes, model and demonstration lessons

• collecting and collating pupil feedback, data and outcomes

• attendance at a lecture, course or conference

• school visits to observe or participate in successful practice

• secondments, exchanges and placements (eg within a regional or national

organisation, an exchange or placement with another teacher, school, higher

education, industry, international exchange, involvement with Governing

Body)

qualifications such as NVQs, Higher Level Teaching Assistants, NCSL

programmes

• research opportunities

• distance learning (eg elearning, relevant resources such as educational

journals and publications, training videos, reflection, simulations)

• practical experience (eg national test or exam marking experience,

opportunities to present a paper, contribute to a training programme, coordinating

or supporting a learning forum or network, involvement in local and

national networks, involvement with a subject or specialist association)

􀂃 external partnerships (eg 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

a formal or informal partnership such as a Network Learning Community)

3. All those engaged with CPD will be encouraged to:

• reflect on their development

• seek professional recognition, including accreditation for the work

undertaken. The CPD Leader will provide access directly or organise

guidance to staff on how such recognition can be achieved

**Evaluating Impact and Disseminating Effective Practice**

1. Following professional or other development, the participant will discuss with the centre manager or line manager the opportunities to disseminate to other staff. Relevant feedback

about the

provision and the ideas should be provided for the CPD Leader. Where it is agreed that

there would be benefit in a wider circulation or follow up, the CPD Leader will be

responsible for organising that, eg circulating relevant resources, a session at a

staff or subject meeting, introducing a teaching or learning strategy, inclusion on the

centre website.

2. The centre manager will be responsible for ensuring whether any follow up is needed to the

provider, eg feedback, issues of access.

3. The centre manager will review annually whether any aspects of the CPD provision (eg

service level agreements or subscriptions) do not represent value for money and make

appropriate recommendations to the board of Directors

4. The centre manager will be responsible for assessing the value for money of training and

development through seeking to monitor and evaluate impact. The centre manager shall be

committed to ensuring that CPD systems and procedures conform to current best

practice. This will be undertaken at a variety of levels including:

• immediate/short term evaluation by participants

• longer term follow up for a sample of CPD undertaken usually at a period no

less than 3 months following the provision

• informal discussion with colleagues about improved practice

6. Measures used to determine the impact of training and development will be drawn from:

• participant evaluation

• pupil and school attainment

• the student voice

• external and internal evaluation and inspection processes

• recruitment and retention data

• the changing qualification profile of the staff

7. The centre manager will provide an annual report to the board of directors on the impact of the

training and development undertaken including the identification of future needs and an

evaluation of the centre manager.