The Hub Alternative Provision Centre

Policy for Continuing Professional Development (CPD)

1. School Vision Statement

1.1 Our school is a community where people love learning, are happy and confident, are excited by achievement and recognised for success.

1.2 This policy is set within the context of the school's aims and priorities to:

- Ensure every student achieves their potential
- Create a caring environment
- Establish a positive partnership with parents
- Foster equal opportunities, recognising differing needs and abilities
- Promote skills, knowledge and talents
- Develop responsibility and initiative
- Emphasise traditional values and high standards

1.3 CPD consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.

2. Principles underpinning our provision for CPD

2.1 The Hub Alternative Provision Centre is committed to fostering a positive climate for learning for all students, staff and governors. Developing the capacity for continuous learning for all staff and governors is the key to improving potential for student learning. The following principles will guide our processes for the provision of effective Continuing Professional Development. The CPD we provide will:

- ❑ Enable the staff, as lifelong learners, to be powerful role models for students;
- ❑ Be an integral part of our wider performance management processes in line with the Appraisal policy.
- ❑ Enable staff to take responsibility for their own professional development by identifying skills, knowledge and attributes they need to develop their performance;

❑ Provide a range of coherent and progressive opportunities to meet those needs and develop performance;
❑ Ensure that CPD planning is aligned to the school improvement plan, based on evidence that is gathered through:
  • the school self evaluation processes;
  • observation and monitoring in classrooms;
  • national and local priorities;
  • the performance management of staff;
  • feedback from staff and others including governors, students and parents.
❑ Enable The Hub Alternative Provision Centre to sustain improvement through an emphasis on raising the quality of teaching and learning.

3.   What we recognise as effective CPD

3.1   To be effective, CPD should be directly relevant to the individual and their job role in the school. CPD should take account of what staff are doing in classrooms to help raise standards of achievement.

3.2   Effective CPD will be planned systematically and build on previous knowledge and expertise of the individual. It will model good practice in teaching and learning and clearly set out the intended outcomes.

3.3   Effective CPD will be based on current research and inspection evidence and, where appropriate, fulfil relevant quality standards. Good CPD will make effective use of resources and ICT, provide value for money and be affordable within the limits of the resources available.

3.4   The effectiveness of CPD will be monitored as part of the performance management processes within the school.

4.   The range of CPD activities recognised by the school

4.1   CPD takes many forms and will engage staff in a range of activities. Examples of CPD activities include:

  • professional development meetings and professional development items in staff and team meetings;
  • attending whole-school CPD events;
  • coaching and mentoring, especially where colleagues observe and learn from each other;
  • shadowing and peer support from within the school's own resources;
  • deploying external expertise (e.g. specialist consultants) to develop Teaching and Learning;
  • participating in networks or projects;
  • job enrichment/enlargement e.g. a higher level of responsibility; job sharing, job rotation;
  • lesson observations and related professional discussions with line managers and senior leaders in the school;
  • opportunities for structured and regular feedback on practice;
  • discussions with colleagues or students to reflect on working practices;
  • school visits to observe or participate in good and successful practice;

- action-based research and school-based investigation/enquiry;
- attending external conferences and CPD events.

5. Who is eligible for support through CPD?

5.1 The Appraisal Policy recognises the need for objectives that are rigorous, challenging, achievable, time-bound, fair and equitable. Training and development needs of individuals are recorded in the training annex of the reviewees' planning and review statements and these will inform the overall CPD programme for the school. The CPD programme will, therefore, embrace:

- Newly Qualified Teachers
- Staff new to the school or their role
- Teachers in their first few years in the profession
- Specialists
- Subject leaders (emergent leaders)
- Senior Leaders
- Governors
- Support staff (including ICT, technical, administrative)
- Teaching Assistants
- Regular supply staff
- Parents and others helping in school

5.2 The Appraisal Policy recognises the need to ensure that in budget planning, the governing body will, as far as possible, make appropriate resources available for the continuing development needs of staff.

5.3 All staff and governors have an entitlement to receive a planned induction to the school. The school, however, also recognises that professional development is an on-going part of everyday activity. The programme of CPD agreed with each individual is designed to develop skills and competencies progressively in order that the overall aims of the school can be realised.

Approved by The Hub Management Committee – February 2016

Signed by Sheriden Hutchinson-Jones

Chair of The Hub Management Committee

The Hub Alternative Provision Centre **ANNEX A**

Policy for Continuing Professional Development

Guidelines for the operation of the policy

The role of the designated reviewer

The performance Management Policy requires that every member of staff has a designated reviewer appointed by the Headteacher. The annual Appraisal Cycle enables each member of staff to agree a set of objectives and the training and support needs aligned to them.

The identification of training needs is a two way process. Individuals and reviewers have joint responsibility for identifying appropriate development needs.

In supporting professional development, staff can expect their reviewer and team leader/line manager to:

1. carry out an annual review in line with the school Appraisal Policy;

2. encourage and support them to develop their practice through agreeing objectives and performance criteria;

3. work within the context of the priorities identified within the school improvement plan;

4. actively support their professional development

5. take account of their professional and personal aspirations

6. be fair, honest and have regard to the school's commitment to equal opportunities;

7. take into account their preferred learning style and current knowledge and experience;

8. celebrate success and value effort.

The role of the staff member

It is vital that all staff engage in CPD activity in a positive way in order that the aims of the school can be realised. Every year, the school commits significant resources to the continuing professional development of staff. As a key component in the overall school improvement strategy, the role and obligations of the staff in securing overall improvement for the school involve -

1. seeing themselves as a learner;

2. actively planning for their own career development;

3. being open and willing to engage with constructive advice and feedback;

4. keeping evidence of the planning for and outcomes of CPD activities;

5. accepting responsibility as a member of the school team and actively contributing to the achievement of whole-school priorities;

6. being willing to embrace change and take risks.