



Three Towers

An Alternative Provision Academy

Expanding Horizons

CPD Procedures

2023 - 2024

Adopted: September 2023

Reviewed: Annually

1. Principles

It is important to us that the school is a learning environment for the adults within it as well as the children – we are all learners.

We value all our staff and governors and see them as our greatest asset and we actively encourage their development. We recognise that continuous professional development (CPD) promotes high morale, self-esteem and collegiality in the workforce.

Evidence suggests that the best results occur when CPD is:

- owned by staff;
- builds on existing expertise;
- collaborative and supported from within the school;
- sustained;
- accesses external expertise;
- is relevant to the context for the individual.

Staff development is also essential to ensure that staff have the skills, knowledge and understanding to deliver the school's aims effectively. We believe that effective CPD has the following impacts:

- promotes a positive ethos and learning culture;
- helps to support/develop staff appropriately;
- improves the quality of teaching;
- improves learning and therefore learner progress better and achieve/attain better;
- improves leadership;
- supports the personal development of all;
- contributes to school improvement.

The goal of staff development is one of mutual benefit for the individual member of staff, the department and the school with the ultimate aim to achieve quality education for each learner. CPD should help all staff employed by the school to:

- prepare for or respond to the increasing range and number of developments within school;
- increase the effectiveness of all staff, both as individuals and as team members;
- contribute to the school's aims and implement its policies.
- to develop staff in ways which will help maintain and improve overall effectiveness of the school in meeting the needs of learners and the expectations of parents and the wider community;
- to encourage job satisfaction, personal achievement, individual and team effort, thus providing for personal advancement within the school or outside it;
- to maintain and improve teaching, management/leadership and other job related skills in the light of changing educational needs;
- to promote co-operation and a mutual understanding between staff of all sections of the school.

2. Entitlements

All staff have an entitlement to high-quality induction and continuous professional development. All staff will have opportunities through the performance management

process and other mechanisms to discuss and make requests regarding their professional development needs. Equally, governors need to have an appropriate induction and training in order to carry out their duties effectively.

Our commitment to staff development balances school and individual needs/priorities. We will work to integrate performance management, school self-evaluation and development, and CPD in a coherent cycle of planning, seeking to improve the quality of what we provide and raise standards.

3. Identification of Needs & Opportunities

Activities should be planned and identified through the relevant improvement/action plan; or individual training needs assessment which are reviewed regularly and at least annually and form part of the performance management cycle. As far as possible, needs should be identified in the summer term for action the following academic year.

4. Roles & Responsibilities

4.1 The Headteacher, working with the School Business Manager determine the CPD budget when setting the annual school budget. All line managers should support appropriate development for their staff, within budgetary constraints and as far as possible we will endeavour to support all appropriate staff development activities.

4.2 The Core Leadership Team (CLT) and heads of department (HoDs)/line managers provide an induction programme for newly appointed staff and also provide information on training and development opportunities to all members of staff.

With regard to development work on issues at whole school level, staff participation will be identified by CLT in consultation with HoDs/line managers and PM reviewers.

Individuals will be identified according to responsibilities which they already hold in school, by needs which they have expressed or to develop skills and knowledge which may be required in the future. Where an individual attends training on issues affecting the whole school or large parts of it, that individual will be expected to give formal feedback at an appropriate level within the school e.g. to a meeting of the whole staff, or a report.

4.3 Heads of Department/Line Managers are responsible at departmental/team level, for identifying development needs which contribute to departmental and/or whole school level development plans and to communicate those needs on the *training needs review* as part of the Performance Management process.

Where a member of a department/team attends training on behalf of colleagues, it will be the responsibility of the individual to feedback the results of the training to those colleagues.

4.4 All staff should determine their own development needs in the context of the school's aims and priorities and should seek assessment and accreditation for experience and prior learning.

At individual level it will be the responsibility of the individual members of staff to identify their development needs and make these known to their line manager along with any possible ways of meeting those needs that already exist. This would normally be achieved through the training needs review/ performance management reviews

5. Nature of CPD

We believe staff will benefit most where a wide range of different types of CPD is on offer.

Whenever possible, the types of CPD selected will be the most appropriate to the needs of the school and of individuals. The five professional development days are used to support our improvement objectives and deliver a significant portion of our CPD work.

We will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- in-school training using the expertise available within the school, e.g. PRICE training, skills in classroom observation, sharing existing expertise;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons;
- school visits to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, visit a mainstream school or another RLT school;
- attendance at a course or conference;
- completing NPQ courses;
- research opportunities;
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present at a conference, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- 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;
- creating an improved learning environment within the school;
- 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;
- external training using external providers;
- temporary posts of responsibility within school;
- extension of an individual's sphere of interest within school;
- taking part in organisational activity in order to learn how it is done e.g. timetabling;
- mentoring of ITT and early career teachers (ECTs);
- acting as a team leader;
- work shadowing;
- taking part in lesson observations;
- being a member of a working party;
- working with others to extend and improve the curriculum e.g. Industry Days.

Where possible, staff are encouraged to seek professional recognition for their continuing professional development by following accredited routes.

6. Assessing the Impact of CPD

All CPD activity is monitored and evaluated ([Appendix B](#)) to assess its contribution to school improvement and improving learner outcomes. Evaluation is used to steer the development of staff towards the achievement of the school's vision. Evaluation findings are used to inform continuous improvement of staff development activity.

Each term CLT will produce an analysis of CPD across the school for Governors with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- learner outcomes;
- improved teaching and learning;
- increased learner understanding and enthusiasm;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and career progression.

7. Resources

The school budget will include an allocation for school improvement which will be earmarked specifically for staff development.

All staff have at least 5 days of INSET through their pay & conditions (pro rata for part-time staff) which is used for school improvement or statutory training. In addition, staff also have time included in their weekly timetable for "development"; this may be used for whole school, departmental or individual CPD requirements.

Staff are provided with a CPD Record folder to maintain their training/CPD records.

8. Procedure for requesting CPD

All training requests must be discussed with the line manager before booking. Any training booked without prior discussion and approval may not be funded or supported.

Individual staff should complete a training request sheet before embarking on an activity. This will enable the monitoring and validations of planned training activities and facilitate the co-ordination of these activities. A green training request form ([Appendix A](#)) should then be completed and returned to the line manager. The request will then be processed for authorisation. Please note that a request does not automatically guarantee that the training event will be authorised

All external training, including travel and accommodation if required, is booked via the Hindley Office.

It is vital that individuals ensure that they have requested and booked any cover requirements with the School Business Manager prior to the training activity taking place. Cover requirements for any continuing professional development activity must be authorised **at least one week in advance**. **Cover cannot be guaranteed at short notice.**

9. Evaluation of CPD

Immediately after an activity has taken place, staff should complete a blue training evaluation form ([Appendix B](#)) and return it to their line manager in order to start the evaluation process of assessing the impact of the activity on achieving quality education.

Dissemination of any training should take place within the relevant meeting forum as soon as possible after the training.

Further evaluation of the impact of the training should take place 3 – 6 months after the event at individual, departmental, whole school and on learners. The results of this should be recorded on the evaluation sheets.

10. Monitoring

10.1 Impact of CPD is tracked using Appendix A & B. These provide a record which is used to monitor the continuity and progression in the development of professional skills. They also provide a means to assess the impact of development activities on school improvement.

10.2 Our Approach to CPD is reviewed annually and shared with staff and governors.

11. Links to other policies

This policy should be read alongside:

- *Current development plans*
- *Performance Management Policies*
- *Professional standards related to role*
- *Teaching & Learning Policy*

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 (Article 1) and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	29 (Goals of education)
13 (Freedom of expression)	31 (Leisure, play and culture)
28 (Right to education)	

Appendix A

CPD Request Form										
Name										
Role										
Date of CPD										
Details of CPD Activity										
Cost (including subsistence & travel)										
Cover Required										
M&G	1	2	3	4a	4b	4c	5	6	7	8
Rationale										
How does this fit with your PM objectives, the DDP and / or SDP?										
How do you expect your knowledge / understanding / skills will be enhanced by the activity?										
How will what you have learned benefit the school, your department/colleagues and the learners?										
Authorisation & signatures										
Line Manager							Date			
Headteacher							Date			
Administration										
Date rec completed form:			Cover arranged:				Entered on SIMS:			
Date booked:			Supply needed:				Purchase no			
Booked via Email/Post/Internet:			Staff email confirmation				Electronic copy PDF to staff file			

Appendix B

CPD Evaluation Form											
Name											
Role											
Date of CPD											
Details of CPD Activity											
In house			Trust			External Speaker			External training / conference		
Please complete this evaluation openly and honestly, ticking the appropriate column with 1 being “not at all” and 4 being “greatly”.											
							1	2	3	4	
At the start of the training, it was clear what I was expected to learn/develop/implement											
The CPD provided is linked closely to my professional development/ school development needs											
The training materials used were appropriate to the content of the CPD											
The trainer provided opportunities for me to ask questions/clarify learning effectively											
Following the training, I feel my knowledge skills and understanding have been improved											
Following the training, I feel my confidence has been improved											
The training has supported my development towards my professional standards and performance management targets											
Overall rating of the course											
How well did the activity fulfil your needs & expectations?											
What actions will you take to embed your learning in your own practice?											

How will what you have learned have a direct impact on learners?
How will you disseminate what you learned (including any resources) with colleagues?
General comments (if external CPD comments on venue, presentations, organisations, delivery and resources)
Would you recommend this activity to colleagues? Yes / No
Signature & Date