



SAINT NICHOLAS SCHOOL

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Note: This policy applies to all sections of the School including EYFS

Reviewed February 2021

Review Date February 2023

1. PRINCIPLES, VALUES AND ENTITLEMENTS

Saint Nicholas School is a "learning community" where all are involved in a continuous process of development and improvement. The School is committed to fostering a positive climate for continuous learning. CPD is the means through which this occurs.

The central emphasis will be on the quality of teaching and learning, improving standards and developing leadership. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

The School also believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.

CPD will be co-ordinated by the Deputy Head who will be assisted by others in taking forward this policy.

1.1 Entitlement

All staff shall have an entitlement to equality of access to high-quality induction and continuing support and development. Arrangements for accessing CPD will be known to all staff. All staff will have opportunities to discuss their professional development needs (through annual appraisal and other mechanisms/ procedures).

1.2 School improvement

CPD planning will be inextricably linked and integrated with the School's improvement plan (SIP) and be based on a range of information:

- The needs of the school as identified through its self-evaluation;
- Appraisal;
- Issues identified through other monitoring;
- National and local priorities e.g. national strategies, local community priorities;

The School will have effective measures in place to audit the professional needs of staff and link these to the school's self evaluation and performance appraisal system.

2. IDENTIFYING CPD NEEDS

CPD can operate effectively at a variety of levels - individual, team, whole school and through wider networks with an emphasis on collaborative learning.

The Deputy Head shall be responsible for identifying the school's CPD needs and those of the staff working in it. Such needs will be identified largely through existing mechanisms such as the school improvement plan, appraisal, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The Deputy Head will be responsible annually for discussing with the Head and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.

CPD issues will be addressed at Governing Body meetings and be included as part of the Headmaster's report. The Deputy Head shall attend appropriate Governing Body meetings and, at least annually, present a report on the provision and impact of CPD.

Requests for accessing CPD should be addressed to the Deputy Head who will decide on the most effective means.

3. CPD PROVISION:

3.1 New Staff Induction

See Staff Induction Policy

3.2 NQT Induction

See NQT Policy, Appraisal Policy

3.3 Planning for effective CPD

The opportunities available will:

- meet identified individual, school or national development priorities
- be based on good practice - in development activity and in teaching and learning
- be instrumental in raising standards of pupils' achievement
- be provided by those with the necessary experience, expertise and skills
- be planned systematically and follow the agreed programme except when dealing with emerging issues
- be based, where appropriate, on relevant standards
- be based on current research and inspection evidence
- make effective use of resources, particularly ICT
- be 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.

3.4 Supporting a range of CPD activities

The School will support a wide portfolio of CPD approaches identified according to "Best Value" principles and which reflect the learning effectiveness of the participants. These include:

- in-school training using the expertise available within the School and collaborative activity (e.g. collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer observation and evaluation, collaborative enquiry and problem-solving, modelling)
- coaching and mentoring and engaging in a learning conversation
- job enrichment/enlargement (e.g. a higher level of responsibility, deputizing, mentored guidance for taking on further responsibility within their role, 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
- master classes, model and demonstration lessons
- role play, simulations
- collecting and collating pupil feedback, data and outcomes
- attendance at a lecture, course or conference
- school visits to observe or participate in good and successful practice

- research opportunities
- postgraduate professional development and other educational knowledge qualifications from higher educational institutions and other forms of professional recognition and qualifications (on a case by case basis dependent on the benefits that can be brought to the school)
- distance learning (e.g. relevant resources such as educational journals and publications, training videos, reflection, simulations)
- practical experience (e.g. 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)

3.5 Recording and disseminating good practice

The Deputy Head will work with line managers to ensure staff have guidance on producing and updating an appropriate professional development portfolio

Before the professional development experience, the participant will discuss with the line managers the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader.

The School, and staff having attended INSET will disseminate good and successful CPD practice that supports and improves teaching and learning.

Where it is agreed that there would be benefit in a wider circulation or follow up, the Deputy Head will take responsibility for the organisation, e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school website.

The Deputy Head will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.

4. EVALUATING IMPACT OF CPD

The Deputy Head will review annually provision from commercial suppliers and whether any aspects of the CPD provision (identified programmes and quality of training providers) do not represent value for money and make appropriate recommendations to the Headmaster and Governing Body.

The Deputy Head shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The Deputy Head shall be committed to ensuring that CPD systems and procedures conform to current research findings.

This will be undertaken at a variety of levels and at intervals including:

- immediate/short term evaluation by participants
- longer term follow up for a sample of CPD undertaken as part of the performance management process
- informal discussion with colleagues about improved practice
- feedback on the effectiveness of CPD opportunities in the performance Management meeting in June each year

To assess the impact of CPD hard objective data will be used as well as other beneficial effects such as

- pupil and school attainment
- record keeping
- more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches
- a climate of supporting success and effort
- staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness
- grading on lesson observations
- pupil enthusiasm, engagement and commitment
- retention

- career progression/promotable staff, including succession planning

5. EYFS

5.1 Induction

See also Staff Induction Policy, NQT Policy

The school will ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training will include information about

- emergency evacuation procedures,
- safeguarding and child protection, (see Safeguarding & Child Protection Policy)
- the school's whole-school Equal Opportunities Policy and the EYFS Equal Opportunities Policy
- health and safety issues.

5.2 Supervision of staff

The school has appropriate arrangements in place for the supervision of staff who have contact with children and families.

Supervision will provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

6. SUPPORTING CPD

The school will support staff in their training by considering all applications carefully.

6.1 Type of support

The support may consist of time away from school to study along with requests for financial assistance. In some circumstances a combination of these may be appropriate. The support

- Paid leave of absence
- Financial assistance
- Secondments and exchanges

All support is dependent on time served and individual circumstances and is at the discretion of the Headmaster. As a general principle applicants will usually be asked to fund part of the cost of courses themselves. Financial support will be dispersed on a priority basis which will be assessed in accordance to the developmental needs of the School. For financial support related to studies such as postgraduate qualifications, the Headmaster will agree this with the Governing Body.

6.2 Factors considered in assessing an application for support

Each application will be viewed on its merits. Several factors will be taken into consideration when assessing applications for support:

- the benefit to the school
- the benefits to the personal development of the staff
- the length of service of the member of staff at the time of application
- any course fees and expenses
- prior access to supported CPD
- the amount of time off work to enable attendance at training days or courses
- incremental staffing costs to the school such as supply cover
- the impact on pupil's learning caused by staff absence from school

6.3 Applying for support

Applicants should apply in writing for support by the February half term in the academic year prior to the commencement of the training course.

6.4 Budget for financial support

The governors will set an annual budget for CPD.

6.5 Repayment of CPD costs

Where employees are given paid leave of absence and/or training costs the school will require them to work for three years following completion of the course, or repay a proportion of the costs. The repayment reflects the school's loss of a qualified employee and the amount to be repaid decreases over time.

See Appendix A below - Training Repayment Agreement

APPENDIX A

Training Repayment Agreement

This agreement is made on: between St Nicholas School and

1. We agree to assist you to undertake (name of course) by bearing % of the cost of the course ie £.

Please arrange for an invoice to be sent for the attention of Mrs Yvette Mardel, Bursar, as soon as possible.

You undertake to attend the above mentioned training and further agree that, should you either abandon the training without our prior agreement, or resign from our employment at any time during the period of training or within the agreed length of time, after the end of your training outlined below, you will refund the school the following proportion of the costs specified above and paid by us in respect of the above training

School contribution	Length of time expected to stay after the end of the course
£1-£1,999	1 year
£2,000-£3,999	2 years
£4,000-£5,999	3 years

2. In addition, you agree and undertake that in the event that:

your employment is terminated by us for any reason other than ill health or redundancy;

you fail to maintain a minimum 80% attendance at the course/training;

you fail to pass any one of the examinations (subsequent to you funding and retaking the relevant examination/s) to which the course/training relates;

you will repay to the school the following proportion of the costs set out above and paid by us:

	100%	100%	75%	50%
£1-£1,999	Before the end of training	1-4 months	5-8 months	9-12 months
£2,000-£3,999	Before the end of training	1-8 months	9-16 months	17-24 months
£4,000-£5,999	Before the end of training	1-12 months	12-24 months	25-36 onths

3. You agree that such sums as become due to be reimbursed by you to the school may be recovered in whole or in part by deduction from your pay or other payments due to you at any time or from your final pay and you agree and authorise the school to make such deductions. Should your pay be insufficient to cover this, you agree to reimburse the school the full balance outstanding within seven days of leaving our employment.
4. You agree to review your progress on the course being undertaken with your line manager, as and when required. You further authorise the school to request the training provider to provide us with regular updates on your progress, attendance and performance.

Signed by: _____ Date: _____, Headmaster

Signed by: _____ Date: _____, Teacher