



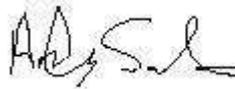
# Continuing Personal Development Policy

## Issue 2 – December 2014

The Spencer Academies Trust has delegated full responsibility to the Local Governing Body (LGB) of Wyndham Primary Academy for this Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



Issue No.	Date	Approved	Signature	Revision Notes
1	September 2013	A Scotland		Formal Issue
2	December 2014			

**Summary of changes to the CPD policy for December 2014:**

- The Head of School, as well as the Executive Principal and CPD manager are responsible for identifying CPD needs.
- CPD needs, outcomes and research will be uploaded onto a virtual platform: perspective (<http://perspective.angelsolutions.co.uk>) to link more closely with Performance Management.



Wyndham  
Primary Academy  
Wyndham Street  
Alvaston  
Derby  
DE24 0EP

## Contents

1.0	Aims.....	4
2.0	Provision of CPD.....	5
3.0	Leadership and Management of CPD.....	5
4.0	Planning for Effective CPD.....	6
5.0	The Range of CPD activities .....	7
6.0	Recording and disseminating .....	8
7.0	Assessing the impact of CPD .....	8



## 1.0 Aims

**“A Teacher must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues” The Teachers’ standards (May 2012)**

At Wyndham Primary Academy, we believe that the opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment. All Governors, staff and students (College and University), have an entitlement to equal access to high-quality induction and continuing professional development. All colleagues within the school will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs.

In order to maintain effective CPD we will undertake regular reviews of our CPD. Where we feel that it is effective and beneficial we will obtain quality standards E.G Investors in People, Charter Marks, Basic Skills Quality Marks.

The emphasis of our CPD will be to improve the standards and quality of teaching and learning. CPD planning will be inextricably linked and integrated with the school’s development plan (SDP) 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, lesson observations and book scrutiny.
- National and local priorities, E.G national strategies, local community priorities.
- Performance Management.
- Feedback from staff and others including Governors, pupils and parents.

In order for CPD to be effective there will be measures in place to audit both personal and professional needs. There will be links between the school's self-evaluation and the performance management procedures. The school's CPD policy will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.

## **2.0 Provision of CPD**

At Wyndham Primary Academy, CPD provision will allow staff to develop skills and competencies progressively, with reference to Teachers Standards, NCSL's Leadership Programmes (NPQSL and NPQH), and competency descriptions for Teaching Assistants, etc. The school will encourage and support accreditation of the professional development of staff.



Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.

To ensure that there are effective links to school improvement and self-evaluation, and to ensure that CPD maintains a high profile, the CPD Co-ordinator holds a senior responsibility within the school, that being Vice Principal.

At Wyndham Primary Academy we are proud of the quality of teaching and learning. We are committed to disseminating Outstanding and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and be accommodated within the constraints of the school and the Trust.

### **3.0 Leadership and Management of CPD**

The CPD Co-ordinator will receive training to ensure that they are able to fulfil the role effectively.

The CPD Co-ordinator, the Executive Principal, Head of School and the extended Senior Leadership Team shall be responsible for identifying the school's CPD needs and those of the staff working within it.

The CPD Co-ordinator will discuss with the Executive Principal, Head of School, SLT and Governing body the main CPD priorities and the likely

budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.

CPD issues will be addressed at Governing body meetings, and when appropriate present a report on the provision and impact of CPD.

There should be robust, transparent arrangements for accessing CPD that are known to all staff.

There will be regular discussions between staff and the CPD Co-ordinator to discuss the following within the context of school priorities:

- Needs and aspirations.
- Methods of accessing CPD provision.
- Accreditation opportunities.

This will be combined with the Performance Management process.

#### **4.0 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 the needs of the identified individual, school development plan (SDP) 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.

## 5.0 The Range of CPD activities

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.

These CPD approaches will include:

- In-school training using the expertise available within the school, e.g. team teaching, drop ins, sharing existing expertise through regular opportunities to share knowledge.
- School-based work with colleagues to focus on key priorities e.g. Lesson study.
- School visits across the Trust and further afield to observe or participate in good and outstanding practice.
- Opportunities to participate in award bearing work from higher education or other providers such as NCSL.
- Research opportunities and projects 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, coordinating or supporting a learning forum or network, involvement in local and national networks.



- Conducting action research which has impact upon the whole/ an area of school. This will be carried out over the academic year to ensure depth.
- Coaching and co-coaching opportunities– receiving or acting in these roles, acting as or receiving the support of a critical friend.
- 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.
- Attend courses run by external providers.

## **6.0 Recording and disseminating**

Staff are encouraged to maintain an up-to-date development diary. All staff are to be responsible for updating this regularly, to include all appropriate records and certificates. The CPD Co-ordinator can provide guidance where staff request it.

Staff are responsible for disseminating relevant professional development to the school community. Following professional development, the participant effectively disseminate to other staff, e.g. Share relevant papers, session at staff or subject meeting, staff briefing etc. The CPD co-ordinator

will also be responsible for ensuring whether any follow up is needed to the development opportunity, e.g. feedback to the provider and be responsible for any such actions.

In order to ensure that there is equal access and involvement in CPD by all staff, the CPD Co-ordinator will update records regularly and accurately of the training undertaken by all of the school community.

CPD needs, personal research and outcomes will be uploaded onto 'Perspective' (<http://perspective.angelsolutions.co.uk>) so that staff have an electronic copy of their records. This will also be easily accessed when reviewing staff Performance Management targets, including their Practitioner Enquiries.

## **7.0 Assessing the impact of CPD**

An annual review of CPD undertaken will take into account the benefits to:

- Pupil and school progress and attainment.
- Improved teaching and learning.
- Increased pupil understanding and enthusiasm.
- Increased staff confidence.

Increased evidence of reflective practice.



- Recruitment, retention and career progression of staff.