

FERNHURST PRIMARY SCHOOL



CONTINUING PROFESSIONAL DEVELOPMENT POLICY



This Policy has been agreed with reference to Article 29 from the UN charter for the Rights of Children:

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

Last Review: Jun 2016

By Finance and Staffing Committee

Next Review: Summer 2018

Reference: [staffroom/govs/policies/CPD policy](#)

“ Continuous learning for everyone is central to the notion of the learning school”

The Intelligent School – MacGilchrist, Myers and Reed

Highly skilled, committed and qualified staff are at the heart of effective teaching and learning. Staff development involves the planning and provision of support for teachers and other school staff which will lead to improved achievement for pupils.

Introduction

Continuing Professional Development is an ongoing process of everyone working together to improve our school's effectiveness and enhance the quality of teaching and learning.

The primary purpose of our CPD policy is to clarify and communicate our beliefs about continuing professional development and the way in which it is implemented.

Aims

- To raise standards of achievement through consistent and comprehensive training and development
- To provide training and development opportunities on the basis of identified needs of the school and the individual irrespective of age, gender, race etc.
- To enhance job satisfaction
- To provide opportunities for career development
- To provide opportunities for staff to:-
 - analyse and evaluate current practice
 - extend and develop teaching, administration, management or leadership skills
 - up-date subject knowledge and current pedagogy
- To encourage staff to identify and develop their potential
- To give careful consideration to the most effective methods of meeting the identified needs and to address them through the use of a wide variety of methods and resources

Responsibilities

The SLT and Admin team will:

- Provide job descriptions and job profiles
- Provide an induction programme for all staff
- Provide Performance Management Reviews which include an assessment of training and development needs (Annual with mid-year review)
- Advise individuals and subject/key stage leaders on the best way meeting of training needs

- Provide information about courses and other off-site and on-site training and development opportunities
- Enable staff to meet the needs which have been identified by providing opportunities for appropriate and relevant training/support
- Provide opportunities to practice new skills and knowledge and review what has been learned
- Plan the use of resources needed to meet training/support needs
- Determine priorities for the expenditure of school resources based on the benefits to the school
- Monitor the quality of all training and development and assist in its evaluation

Team members will:

- Discuss any training and development needs with their performance appraiser
- Participate fully in exploiting opportunities to meet their needs
- Provide information and feedback which will help the school to maximise the opportunities
- Record in their performance management all training and development received in whatever form
- Share the skills and knowledge which they have gained from previous training and development with their colleagues

Forms of training and development available:

Off-site training and support:

Visits to other schools:

- Academy Trust
- Rother Valley
- Others

Courses organised by:

- University of Chichester Academy Trust
- West Sussex County Council
- TESLA Teaching schools' alliance
- Other independent providers

On-site training and support:

- INSET days
- Staff-meetings
- Coaching/training by subject leaders, senior management team, UniCAT advisory team to include planning, lesson study and book scrutiny
- Coaching a colleague or independent advisor

- Classroom observation by/of a colleague with appropriate feedback including video
- Shadowing a colleague

Self-development

- Personal reading including Internet research
- Reflecting on what has happened in class with a colleague/leader/UniCAT subject specialist/
- Taking feedback from children (pupil voice)
- Tracking children (including
- Informal discussions with colleagues about teaching and learning
- Discussions with parents (including parent's evenings)
- Action research in collaboration with the Institute of Education at the University of Chichester
- Requesting "training"
- Requesting extra responsibilities

Identifiers of Training Needs

- School Development Plan (J2E) – Key Priority Targets
- Appraisal (performance management) - Individual Review Meetings
- Staff and Key stage Meetings
- Monitoring processes
- Changes in job description
- Introduction of new policies, equipment etc.

Resources

Training courses and supply cover are funded in the school annual budget. Some elements may be ring-fenced, that is they can only be used for the purpose identified by UniCAT or the LEA / DFE. Additional funding may be provided from elsewhere in the school budget.

The school has an extensive staff library which is added to regularly. Several periodicals are bought which provide new information in aspects of teaching and learning. Information about off-site courses is available in the staffroom.

This policy should be reviewed every three years