Carwarden House School

CPD Strategy & Policy

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Introduction

Carwarden House School recognises the importance of offering every member of staff continuing professional development in order to enhance individual understanding, to improve their skills & qualifications, to develop their prospects for onward career progression and to develop the school's ability to deliver improved outcomes for all our learners.

Professional development at CHS is actively encouraged and available to all staff. We have endeavoured to make sure that any requests made about specific learning and training have been researched, the best courses sourced and the benefit this training may bring to the school fully assessed.

We are committed to ensuring that access to, and decisions relating to, training and development should be made fairly and consistently, and equality of opportunity should be provided for all staff in this area. We will ensure that no employee is prevented from receiving training on grounds of race, colour, nationality, ethnic or national origin, sex, disability, sexual orientation, religion or belief or age.

This policy applies to employees of the school only and therefore, does not apply to agency workers, consultants, contractors, volunteers, interns or casual workers. Where other categories of staff are required to undertake certain training, such as safeguarding, they will be informed separately.

This policy does not form part of any contract of employment. It is not intended to have any contractual effect. We reserve the right to amend this policy at any time.

Purpose & Aims

- To foster a culture of lifelong learning among staff, ensuring high-quality teaching and improved outcomes for students
- To align staff development with the school's strategic objectives and improvement plan
- Ensure that our educators stay up-to-date with the latest research, pedagogical practices and best approaches in education
- To keep up with the latest innovations & technology and understand how these can be successfully implemented in the school
- To address day-to-day learning and behavioural challenges
- To build a learning community that is supportive and progressive by providing opportunities for professional growth, career progression, and personal fulfilment

The Standard for teachers' professional development document, produced by the DfE, states that the following key points are desirable for CPD to have a high-impact on pupil outcomes:

- Professional development should have a focus on improving and evaluating pupil outcomes
- Professional development should be underpinned by robust evidence and expertise
- Professional development should include collaboration and expert challenge
- Professional development programmes should be sustained over time

Commitment to CPD

- The school recognises the value of CPD in enhancing staff skills and knowledge
- CPD will be accessible to all staff, including teachers, support staff, and administrative personnel
- A variety of CPD opportunities will be offered, including internal workshops, external courses, coaching, mentoring, and self-directed learning
- Professional development will be prioritised by school leaders

Principles

We believe that effective CPD contributes significantly to school improvement. An investment in the staff of our school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school.

In particular, we believe that CPD is most effective when it is:

- **Owned by staff** – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- **Relevant to the context** – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- **Builds on existing expertise** – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- **Collaborative and supported from within the school** – the most powerful learning occurs when opportunity is provided for debate and reflection.
- **Sustained** – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- **Accesses external expertise** – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach, from another school; visiting professionals; joining webinars, online networks or participating in virtual training etc.

We believe that effective CPD practice leads to the following impacts:

Improves student learning

- students engaged in a dynamic learning programme with staff are more likely to achieve
- staff who develop skills and confidence can provide effective learning experiences for a wider range of students

Improves teaching

- develops and sustains skills which enables staff to do their jobs effectively
- updating knowledge
- develops best practice
- widens the repertoire of classroom skills
- enhances strong practice
- develops specialisations thus improving teaching quality

Helps to support staff appropriately

- strengthens the recruitment and retention of staff
- promotes personal and career appraisal enabling staff to make more informed choices about career pathways
- informs the appropriate deployment of staff

Promotes a positive ethos and learning culture

- through high expectations
- through discussion, dialogue, trialling and reflection
- through building internal capacity
- excellence in learning throughout the school

Improves leadership

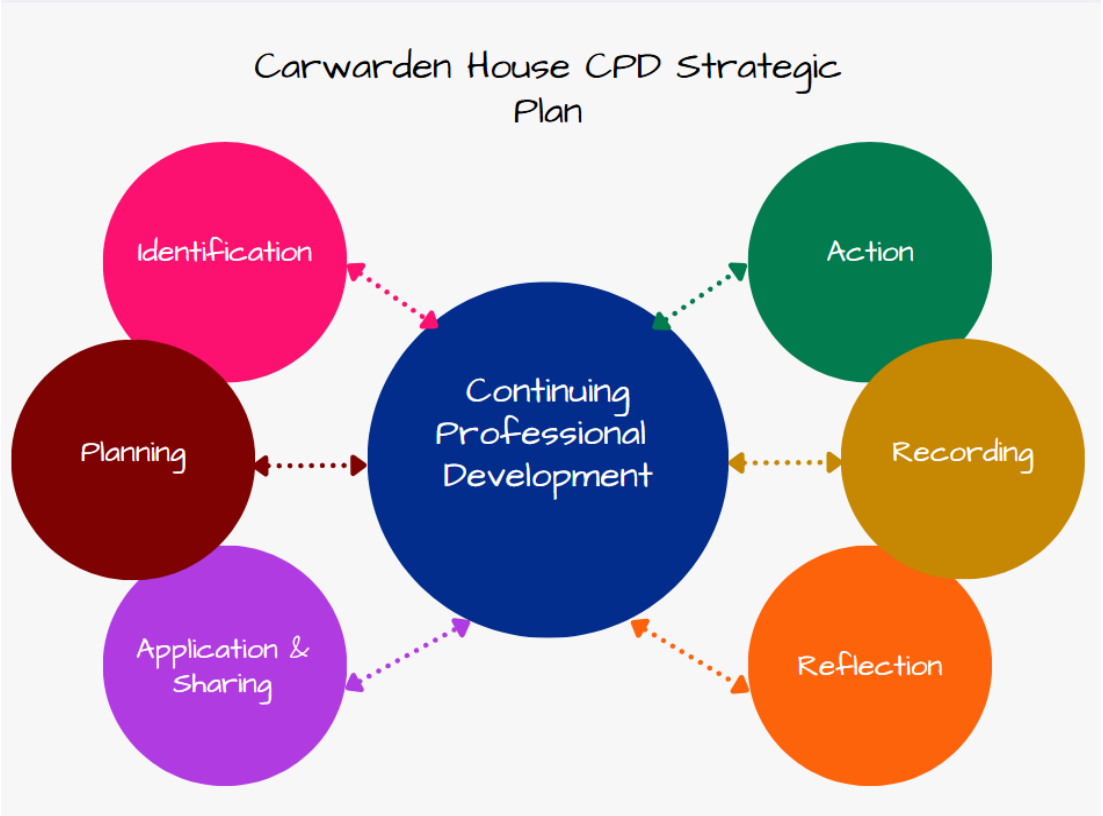
- develops people's strengths
- broadens people's ability to take a lead on whole school initiatives
- develops people to take up new roles
- develops an understanding of the context in which staff work at national, local and school level leading to greater cohesion in students' learning

Contributes to school improvement and transformation

- by engaging staff as learners in collaborative enquiry
- by sharing the knowledge and skills of all staff
- through collective responsibility for students and staff achievement
- by valuing every individual

Features in effective CPD





Identification

At Carwarden, the need or wish for professional development is identified in the following ways:

- Individual approach – a member of staff may wish to develop understanding in a certain area so will approach the CPD Lead to request a course
- Line management recommendations – the appraisal process is linked to staff development. Line managers pass on any training requests to the CPD lead so that appropriate courses can be sourced
- Whole school training requested by SLT (linked to strategic or school improvement priorities
- Training recommended by professional partners e.g. Speech and Language Therapy
- Specific training requested by SLT or MLT to support individual development

Planning

Once an area of development has been identified / agreed, staff members are asked to research potential course providers or platforms that can provide appropriate and cost effective training.

To enable a productive tracking system staff members are asked to complete a CPD request form, have this approved by their Line Manager and returned to the CPD Lead who will assess the overall benefits of the chosen course and approve or not; this includes assessing cost and available budget.

If training is identified by SLT, the CPD Lead will research and source an appropriate training provider.

Action

- The CPD Lead will book the requested course or training provider.
- The Cover Supervisor is made aware of the date and time of course to be attended to ensure roles are 'back filled' and school operations not affected.
- Staff member/s are given confirmation of course and all information pertaining to this.

Recording

All courses attended, individual, group or whole school, are entered into the training log kept by the CPD Lead. This includes:

- Name/s of attendees
- Details of training attended (including provider)
- Cost of the course
- Date attended

Reflection

All staff members are required to complete a course feedback form. These are held by the CPD Lead to help assess the quality of the course provider, the benefit that the content of the training will have to the students and to the school.

Application and Sharing

Application – CPD is closely linked to the school appraisal process. Any course requested should be linked to an individual's targets / objectives. The application of training-based knowledge will be quantified by mid-year or end of year performance management reviews and denoted by successful outcomes.

Sharing – Staff who have completed training are required to effectively disseminate information learnt or skills gained to their colleagues. A CPD log is maintained so that staff can refer to it, identify a course subject and approach the relevant member of staff for knowledge, advice or support.

The CPD feedback form has options for the staff to identify how they will share research, pedagogical practices, and best approaches learnt from training. There are three options listed; present to the whole school, present to a small group and/or create a help sheet sharing information/knowledge.

Training Costs

If we agree to fund some or all of the costs of your study or training, we may require you to enter into an agreement with us under which you would be liable to repay to us all or a proportion of the funding we provide if your employment with us terminates for any reason within a specified period.

If that is the case, we would not provide the funding until you signed the agreement. Repayment would typically be by way of deduction(s) from your salary and/or any other sums we may owe to you.

Your responsibilities

If you are booked to attend training, you are expected to attend it, to complete any additional tasks involved and complete the feedback form identifying the quality and relevance of the training once it is completed. Failure to attend booked training without good reason may be treated as misconduct and addressed under our Disciplinary Policy and Procedure, particularly if the training is part of a formal performance improvement plan.

Future Planning

Before the next review of this policy, a whole staff team Skills Audit will be undertaken so that all staff are able to share their expertise or knowledge appropriately 'in-house'.