

Lakeside Community Primary

Policy for Continuing Professional Development

POLICY FOR CONTINUING PROFESSIONAL DEVELOPMENT

Introduction

This policy reflects the vision, values and philosophy of L.C.P.S.

All staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through the Performance Management process and through other mechanisms to discuss their professional development needs.

The central emphasis will be on improving standards and the high quality of learning and teaching. 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. In turn this will impact on the quality of learning at L.C.P.S.

CPD planning will be inextricably linked and integrated with the SID and be based on a range of information:

- The needs of the school as identified through its self-evaluation;
- Issues identified through other monitoring, eg. OFSTED
- National and local priorities, eg. national strategies/ initiatives, the LA, local community priorities;
- Performance Management Reviews;
- Feedback from staff and others including governors, learners and parents/carers.

The school may participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school eg. initiatives beneficial to LCPS.

The school will have effective measures in place to audit the professional and personal needs of staff and link to the school's self-evaluation and Performance Management Process. 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 fulfillment.

Role of the Coordinator

The school will have a named CPD co-ordinator who fulfills a leadership and management responsibility in relation to this post. The CPD co-ordinator will receive training as appropriate in order to fulfill this role effectively and will also report regularly to the Governing Body.

The CPD co-ordinator shall be responsible for identifying the school's CPD needs and those of the staff working within it. The CPD co-ordinator should inform SLT meetings and advise on CPD issues to include in the SID.

Approaches to CPD will include:

- Attendance at a course, network meeting, conference, Staff training meetings, Unit meetings, Year group meetings, INSET days;
- New staff induction and probation period meetings, NQT induction, ITT mentoring support, oversee Student development (QCF level certificates, PGCE, BEd)
- Opportunities to visit innovative and similar schools to view good practice which may translate to LCPS.
- Training using the expertise available within the school, eg. team teaching, skills in classroom observation, sharing existing expertise;
- School-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, model and demonstration lessons;
- Opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity; lesson studies.
- Partnerships, eg. with a colleague, PEIP group, subject, phase, activity or school-based; DoL or other team meetings and activities such as joint planning, observation, special project working group;
- Creating an improved learning environment within the school. Eg DoL teams, effective monitoring by Directors of Learning and Year Group Teams.

The CPD co-ordinator will also be responsible for ensuring whether any follow up is needed to the training, eg. feedback to the provider, and be responsible for any such actions.

Assessing the impact of CPD

Annually the CPD co-ordinator shall conclude his/her report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- Learner and school attainment;
- Improved learning and teaching;
- Increased learner understanding and enthusiasm;
- Increased staff confidence;
- Increased evidence of reflective practice;
- Recruitment, retention and career progression/promotion of staff.

The CPD co-ordinator and the Governing Body will review this CPD policy annually.

L.Knibbs July 2016
Review date- July 2017