

St. James the Great Roman Catholic Primary and Nursery School



Continuing Professional Development Policy

Date Created: Spring 2011
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Date Reviewed: Summer 2015

Introduction

St. James the Great is committed to ensuring that all staff are provided with appropriate and effective personal training and development in an endeavour to ensure job satisfaction, high levels of expertise and progression of staff in their chosen profession. Through this approach we seek to consolidate and improve whole school performance by developing the effectiveness of staff both individually and as members of a staff team.

Aims

All forms of professional development will be based on the following aims:

- To ensure the continued development of the knowledge, skills, understanding and attitudes to enhance the professional work of staff.
- To encourage individuals to plan their career development and to identify and exploit career opportunities.
- To extend understanding of, and commitment to, whole school policies and plan for development.
- Through the above, to improve school effectiveness by enhancing the overall quality of teaching and learning within the school.

These aims will be achieved through consideration of the priorities identified within the School Development Plan and Self-Evaluation Form (SEF).

Expectations of the School

The school will regularly and actively take steps, via performance management and other appropriate means, to identify training and development needs for individuals and for groups of staff.

Internal training will be provided through weekly staff meetings and INSET. This rota is managed by the CPD Leader.

The school may also manage internal CPD through the provision of peer mentoring, classroom observations and visits to other schools.

Within available resources, the school will provide staff with opportunities to participate in training and development activities external to the school. Details of relevant external training

opportunities will be displayed in the staffroom or distributed to relevant members of staff via the CPD Leader.

The school maintains a record of training undertaken and fully evaluates the benefits and effectiveness of investments in training and development activities via the completion of CPD evaluation forms and performance management discussions.

Expectations of Staff

Staff should be fully committed to undertaking relevant training as appropriate to their role within the school, any needs identified as part of their Performance Management, and according to whole school priorities as identified within the School Development Plan.

On completion of training, staff should be committed to actively putting into practice the new skills and knowledge gained and consider what information needs to be disseminated to their year group partner, key stage or whole school.

Staff should be pro-active in identifying and requesting CPD relevant to their role or career progression. Details of courses provided by the LA and neighbouring authorities are accessible through <http://sla.octavopartnership.org/Courses>

Other forms of CPD include training provided by the Diocese, national leadership programmes such as the National Professional Qualification for Senior Leadership (NPQSL), research opportunities and the Specialist Leader of Education (SLE) initiative.

The main opportunity to discuss training and development needs will be during the annual performance management review and associated follow-up meetings. However, any member of staff can raise staff development and training issues at any time during the year with the CPD Leader.

If a member of staff wishes to attend a course, they must make a request to the CPD Leader and ensure that a CPD evaluation form is completed on return from the course. Copies of the CPD evaluation form are available on the CPD board in the staffroom and on the server. The CPD evaluation form provides a record of the effectiveness of the training and requires staff members to record how they will disseminate what they have learnt with the rest of the team in order to benefit the pupils and school.

It is good practice for staff to keep a record of their CPD within a Professional Development Portfolio.

Staff should aim to keep up-to-date with the latest educational news and government guidance. Reading materials are available within the staffroom and are often distributed in staff meetings or via emails/staff pigeon holes.

Subject Leaders are required to keep up-to-date with the latest initiatives in their subject through attendance at LA network meetings. Part of the Subject Leader's role is to deliver staff INSET. If a staff meeting slot is required, Subject Leaders should book a slot with the CPD Leader the term before.

Role of the Continuing Professional Development Leader

To collate professional development needs arising from the performance management cycle and offer advice and guidance on suitable opportunities.

To investigate opportunities for professional development available locally and further afield.

To disseminate relevant information to staff to support them in taking responsibility for their own professional development.

To plan opportunities for professional development to be provided within school and ensure that suitable expertise is available.

To liaise closely with the link Governor for CPD to evaluate the effectiveness and impact of professional development undertaken by staff and use information gained to guide future planning.

To report to the Headteacher and Governing Body on all aspects of CPD provision, including impact.

In consultation with the Headteacher, to provide advice on career development for staff.

To provide support for colleagues undertaking accredited professional development / action research etc., monitor progress and know where to go for further support if needed.

To work within the confines of the CPD budget, prioritising needs as identified through the School Development Plan, Performance Management and consideration of the roles and responsibilities of individual members of staff.

Partnerships

St. James the Great is the Lead School within the 'Change through Learning' Teaching School alliance. The alliance is formed of a number of primary and secondary schools within Croydon with a shared commitment to co-ordinating and managing the commissioning, development, delivery and evaluation of high-quality CPD provision and School-to-School support that meets the needs of staff both within and outside of the alliance.

The school is also committed to supporting the development of trainee teachers and works closely to provide quality CPD with ITT providers such as Roehampton University, St. Mary's College and University of Sussex.

Mandatory Training

There are certain roles and responsibilities for which some form of training/qualification is considered mandatory. In such cases, staff members will be advised accordingly.

Induction

Our NQT induction programme is mandatory. An induction programme will be provided for all other staff dependent upon experience and need. Induction will take place within the first twelve months of employment. Additionally, staff may receive a locally arranged short or longer-term induction to their particular role, which may include job specific training.

First Aid Training

A list of staff members who are First Aid trained is available in the Office, Staffroom and Deputy Headteacher's Office. This list indicates the date by which the qualification must be renewed. A small level of additional remuneration is available to staff willing to assume responsibilities in this area.

Governor Training

All new Governors complete Governor Induction Training provided by the Local Authority. An annual programme of training is made available to all Governors and a central record maintained by the CPD Leader.

Quality Assurance

The school has been accredited with the CPD Mark, a national quality mark designed to improve CPD standards within the profession. The school will continue to meet the standards required and validate this through external assessors as required.

Linked Policies

- Performance Management –Teaching Staff
- Performance Management – Non-Teaching Staff
- Induction

Date of Next Review: Autumn 2016