



Long Lane Primary School

Continuing Professional Development Policy

Date	Description
January 2025	Agreed by Resources Committee

Review Schedule	2 Years
Next Review	January 2027

Aims

Through well planned and purposeful activities, the school aims to provide all staff with high quality 'Continuing Professional Development' (C.P.D.) that maintains and continues to develop the quality of education it provides in order that all pupils achieve.

We recognise that effective CPD both improves standards and raises morale through personal and professional fulfilment.

As we are committed to lifelong learning and the creation of an effective learning community, we will seek to involve ourselves in educational research which including continually developing our understanding of how children learn.

Responsibility

This policy is the responsibility of the staff and governors. It will be implemented by the headteacher and Leadership Team.

Policy Statement

Our policy is that:

1. senior managers, teachers and support staff take ownership and give a high priority to professional development
2. all staff will have opportunities, through performance management and regular reviews, to discuss their professional development needs and plan a programme of CPD within the available resources
3. staff and governors will have entitlement to access high quality induction and continuing professional development
4. the focus of all CPD at this school will be on improving standards and the quality of teaching and learning in areas focused on for individuals and in the school development plan
5. the school will support and encourage accreditation of the professional development of staff and welcome leadership at every stage of development
'Everyone a Leader, everyone a learner'

Guidance and Procedures

Induction

All staff will have access to an induction period that is based on previous experience, the professional needs of the individual and the policies and working practices of the school.

This induction will be carried out by their line manager and overseen by the Headteacher.

Teachers in the early years of their career will be specifically supported to develop their skills and knowledge in the key areas of pedagogy; the teaching of their subject, specialism or phase; the learning implications of diversity, culture and the wider community; and whole-school issues by a designated mentor appointed by the Headteacher.

C.P.D. opportunities

The following examples will usually be made available to our staff:

- individual self-study
- attending courses
- in-house training sessions
- bringing in an external consultant to run courses
- support within school or other settings
- Opportunities for learning through partner schools and external professionals

We understand that in order for CPD to be 'effective' it:

- is likely to have a direct relationship with what teachers/ staff are doing in school and their own classrooms/ settings and in line with the priorities of the school;
- Should be rooted in research-based effectiveness (eg, EEF tools, positive case studies)
- may use external expertise (e.g. specialist consultants, university researchers, local authorities or linked schools) linked to our own school-based activities;
- may involve observation, feedback and moderation – especially teachers observing and learning from each other and expert colleagues;
- may include peer support– colleagues supporting one another rather than leadership by supervisors;
- should provide scope for participants to identify the focus of their own development;
- should enable all staff to be reflective and focus on their contribution to children's learning, attainment and achievement;
- is likely to provide opportunities to work with other colleagues and share practice;
- is likely to include opportunities to receive regular and structured feedback;
- may include opportunities for independent self-study.

Teachers Standards

Teaching staff will be encouraged to develop their skills and competencies progressively, allowing them to build on and reinforce skills dealt with earlier, particularly across the key areas identified in the Teachers Standards Framework.

Performance Management

The school will have effective performance management procedures in place to respond to and inform the professional and personal needs of staff and link to the school's self-evaluation and school development processes. The school has a written 'Appraisal' Policy.

Individual staff are both entitled to, and responsible for, their professional development, with individual development plans reflecting self-evaluation and wider assessment through the Appraisal process (eg, GROW plans for each member of staff and complimenting coaching process).

Allocation of resources

The school will ensure there is a specific budget allocation for professional development, combined with an approach that makes the maximum use of available resources, including systematic and effective use of INSET days, and the skills of expert teachers such as those at UPS3, advanced skills teachers and leading teachers.

More experienced staff will be trained in, and take responsibility for, the professional development of their colleagues and trainees through formal and informal coaching, mentoring and tutoring.

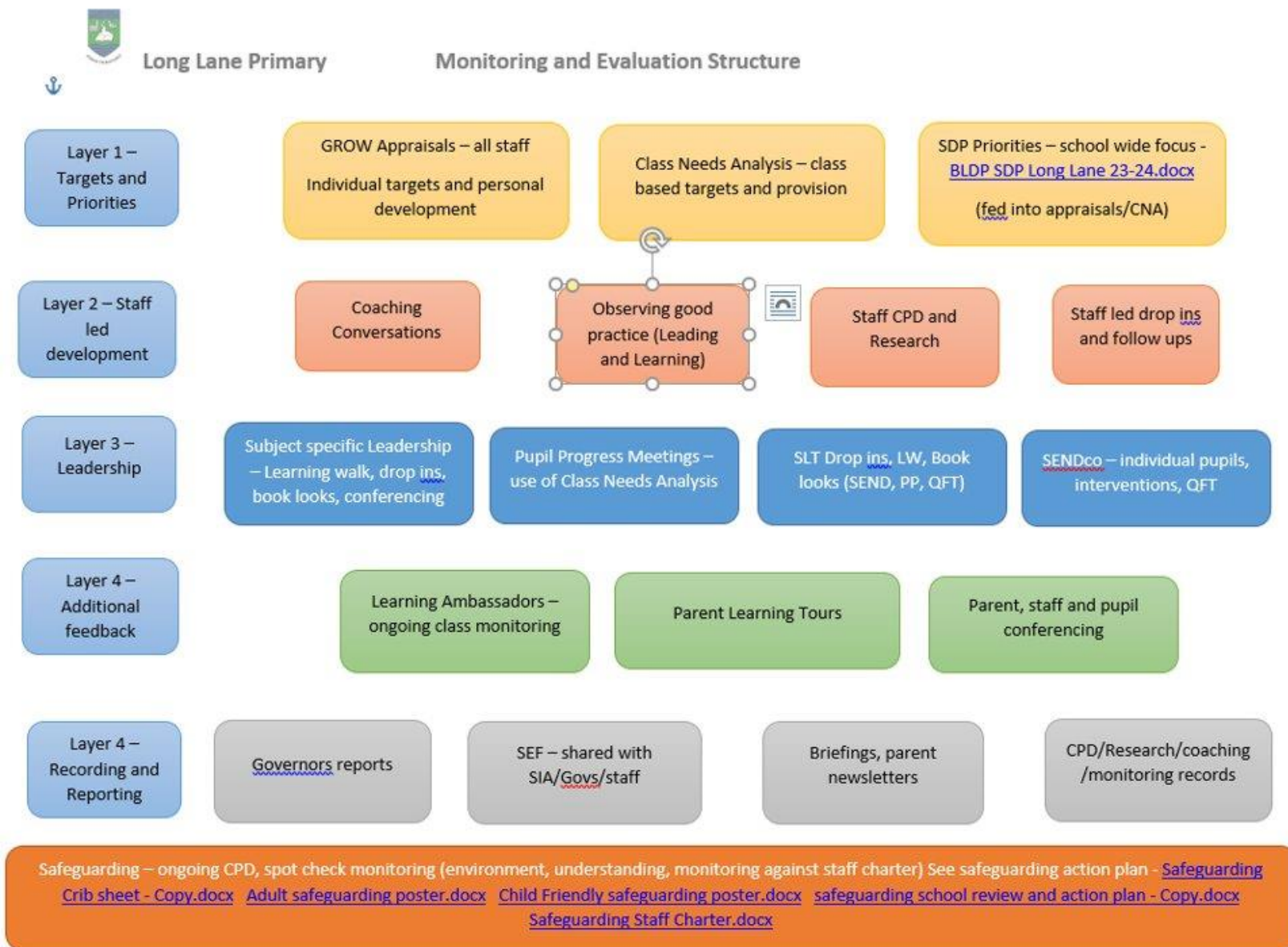
Local Authority (LA)

The school will work with the Local Authority to ensure Best Value principles and to broker agreements, ensuring training provision is delivered by the most appropriate providers.

Assessing the impact of CPD (See Appendix 1, 2)

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

- Pupil and school attainment
- Improved teaching and learning
- Increased pupil understanding and enthusiasm
- Increased staff confidence
- Increased evidence of reflective practice
- Recruitment, retention and career progression/promotable staff



Name of course:	Leader:	Location:	Date:
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1. Participants' Reactions (During CPD)	Did you like it?	
	Was your time well spent?	
	Did the material make sense?	
	Will it be useful?	
	Was the leader knowledgeable and helpful?	
	Were the refreshments fresh and tasty?	
	Was the room the right temperature?	
	Were the chairs comfortable?	
2. Participants' Learning	Did you acquire the intended knowledge and skills?	
3. Organisation Support & Change (After the CPD)	<i>Was implementation advocated, facilitated, and supported?</i>	
	<i>Was the support public and overt?</i>	
	<i>Were problems addressed quickly and efficiently?</i>	
	<i>Were sufficient resources made available?</i>	
	<i>Were successes recognized and shared?</i>	
	<i>What was the impact on the organization?</i>	
	<i>Did it affect the organization's climate and procedures?</i>	
4. Participants' Use of New Knowledge and Skills	Did you effectively apply the new knowledge and skills?	
5. Student Learning Outcomes	<i>What was the impact on students?</i>	
	<i>Did it affect student performance or achievement?</i>	
	<i>Did it influence students' physical or emotional well-being?</i>	
	<i>Are students more confident as learners?</i>	

