



HARTSBOURNE PRIMARY SCHOOL

Mission Statement: Valuing Potential; Creating Opportunities

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

This policy to be read in conjunction with all HR and Personnel Related Policies and all other school policies.

CPD LEADER	DATE OF POLICY	DATE OF REVIEW
HEAD AND SLT	MARCH 2019	MARCH 2021
MONITORING BY	SLT AND GOVERNORS	TEACHING & LEARNING COMMITTEE

VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

RATIONALE

Our school values all the people who work within it, including staff, governors, visitors and volunteers. Our aim is to enable all our children to reach their highest level of attainment and personal achievement. If we are to achieve this, all stakeholders have a part to play.

A programme of continuing professional development (CPD) recognises and develops the contribution that all adults can make to school improvement. Expenditure on the professional development of teachers and other staff is critical to and directly related to raising standards in the classroom. This policy provides the framework through which all staff are supported and professionally developed.

High quality CPD is important because it helps staff to carry out their work more effectively. This benefits the school, because it secures high standards of teaching and learning, and enhances general functioning, the member of staff, because their job satisfaction and career opportunities will be increased.

DEFINITION

CPD consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports the individual's needs and improves professional practice. There are many opportunities for CPD in schools, including:

- Discussing professional development issues, classroom practice in staff and team meetings.
- Coaching and mentoring, peer working, peer reviews.
- E-networking and e-learning.
- Involvement in networks, development groups or projects (local, regional or national).
- Attending internal conferences, courses and CPD events (BSJT Conference, Teacher Toolkit).
- Attending external conferences and courses.
- Professional dialogue as part of the performance management process.
- Research and investigation
- Skills-based training



INSET (In-Service Training)

High quality INSET is vitally important as an opportunity for whole-school staff training. The teachers' Pay and Conditions document currently allocates five INSET days per academic year for teachers.

Support staff are invited to INSET sessions that are relevant to their post. The Head Teacher will decide whether to offer paid hours or time off in lieu (TOIL) to support staff.

PRINCIPLES, VALUES AND ENTITLEMENT

CPD which is effective in improving practice and raising standards of pupil achievement has the following characteristics:

- It is planned and based on a clear vision of the improvements being sought, shared by those involved; participant(s) and supporter(s).
- It builds on previous knowledge and experience.
- It enables the participants to develop practice that will be practical, relevant and applicable to their experiences.
- It is based on the best available evidence about teaching & learning.
- The activities are part of a coherent long-term plan that will give participants opportunities to apply what they have learned and evaluate the effect on their practice.
- Its impact on teaching and learning is evaluated, and this evaluation guides subsequent professional development activities.

Values

Our principles, values and ethos have been agreed as:

Inclusion and respect for diversity	Fair opportunities, celebrating other cultures, similarities and differences, valuing family groups, teamwork, team building.
Creative teaching to inspire life-long learning	Practical, 'hands-on', experiments, challenge ideas, develop life-skills, a 'have-a-go' culture, encourage independence.
Professional Integrity	Valuing our core principles, respect for individual styles of teaching, put the school community first, honest with ourselves and others, being professional not personal.

Hartsbourne wants its pupils to regard learning as a valuable, enjoyable lifelong activity. Therefore, the staff need to exemplify this attitude to learning in their approach to their work. The school is a community of learners where all adults are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. Continuing Professional Development is the means by which the school can motivate and develop its community. It does so at a variety of levels - individual, groups, team, whole school and wider networks.

Entitlement

All adults at Hartsbourne will have an entitlement to high-quality induction and continuing support and development. All staff will have opportunities to discuss their professional needs through performance management and other professional dialogues.

All decisions about the provision of CPD will consider the needs of the school, the professional needs, interests and aspirations of staff, the school's resources.



The school's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills, particularly across the key areas identified in the appropriate Standards Frameworks.

IDENTIFYING CPD NEEDS

The Head Teacher will be responsible for identifying the school's CPD needs and those of the school community that support and improve teaching and learning. Such needs will be identified largely through existing mechanisms such as Performance Management, School Self-Evaluation, and School Improvement Plan, national and local priorities, internal and external monitoring and feedback and through informal and formal discussions with individuals and teams.

CPD issues will be included as part of the Headteacher's termly report to Governors and may include general information and feedback and comments on perceived impact from specific training and reference to future needs. Planning for CPD will also be included in the school improvement document (SID).

REQUESTS FOR CPD

Requests for accessing CPD should be made to the Head teacher who will decide on the most effective means of delivering the training requested. The Head will be responsible for ensuring that appropriate opportunities are provided for all members of school staff, volunteers and trainees.

Absence requests by staff undertaking self-funded opportunities which are likely to benefit the pupils at the school will be at the Head Teacher's discretion but will not exceed more than two days of leave in any academic year.

As part of their role the Senior Leadership Team is responsible for encouraging and supporting the professional development of their colleagues. Equally it is the responsibility of individual staff to further themselves through professional dialogue, appropriate training and other professional development opportunities offered by the school.

The school will support a wide range of CPD approaches. These include; induction and training for new staff, provision of line managers, coaching, mentors and buddies, opportunities for working within a team, performance management, peer evaluation, sharing peer expertise and disseminating good practice.