

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICY

Rationale

At Tunbridge Wells Girls' Grammar School our aim is to provide a clear framework for the delivery of a comprehensive programme of continuing professional development for all members of staff within the context of the school development plan. As a learning community we are all involved in a continuous process of improvement and enrichment, and the promotion of a positive climate for learning. Effective teachers and support staff take ownership of, and give high priority to, professional development in the belief that a coherent and progressive pathway, to develop personally and professionally, improves standards and raises morale through personal and professional fulfilment and benefits recruitment and retention. Staff members are entitled to equality of access to high quality induction and CPD and have the opportunity through appraisal, and whenever appropriate throughout the year, to discuss their professional development needs. The key emphasis is raising standards and the quality of teaching and learning through improving the practice of individuals and teams, in the belief that a collaborative culture of knowledge-sharing and mutual support enhances our capacity for continuous self-improvement.

1. CPD Planning

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests of the staff. Training provision is linked with and integrated into the school development plan and considers:

- Needs of the school as identified through self-evaluation;
- Issues identified through monitoring mechanisms e.g. Ofsted, School Improvement Programme, School Self Evaluation, Health and Safety Audit;
- National and local priorities e.g. strategies, recommendations and legal requirements;
- Staff appointments
- Appraisal
- Feedback from staff and stakeholders e.g. governors, pupils and parents

Central considerations comprise effective auditing and identification of need and aspiration; the appropriate match of provision to the learning needs of the individual; reliable and explicit evaluation of the impact of the provision; and effective dissemination of good and successful practice to ensure that high standards are embedded and reinforced.

CPD provision allows staff to develop skills and competencies progressively, with reference to recognised competency frameworks e.g. DfE Teachers' Standards, Post Threshold Standards and NCSL's Leadership Development Framework, and is sourced according to the best value principles of comparison, challenge, consultation and provision.

2. Leadership of CPD

CPD is co-ordinated by the Assistant Headteacher (CPD), who has a clear job description, receives training and attends meetings as appropriate, in order to fulfil this role effectively. The co-ordinator, along with the Senior Leadership Team, is responsible for identifying and prioritising the school's wider CPD needs and those of the staff, as well as planning in-school training. The co-ordinator is responsible for identifying methods whereby members of staff are able, where possible, to access CPD provision required, usually through the Appraisal process. The co-ordinator is responsible annually for discussing with the Headteacher and where relevant the Curriculum and Staffing Committee of the Governing Body, the main CPD priorities and the likely budgetary implications of addressing them; and presenting an annual report to Governors on the provision and impact of CPD. CPD issues are discussed at Curriculum & Staffing Committee meetings and, where relevant, included as part of the Headteacher's report/ School Development Plan Monitoring Report to Governors. The co-ordinator collaborates with the local Kaizen Teaching School Alliance CPD strand to prioritise needs and plan training across the Teaching School Alliance.

3. Identifying CPD requirements

Having checked the suitability of the date of the proposed training with the Deputy Headteacher (Standards), all requests for CPD pass via a “yellow form” to the CPD co-ordinator. Annually, all members of staff discuss their CPD needs formally with their Appraiser as part of the Appraisal process. The discussion focuses on school, departmental and personal objectives, in line with Teachers’ and Post Threshold Standards, which highlight possible training needs. The Appraiser completes the training section for both the review and planning forms to identify training needs for the CPD coordinator. The CPD co-ordinator provides and updates details of the range of opportunities available and is responsible for communicating relevant opportunities to appropriate staff.

CPD is the responsibility of all members of staff and Governors through the development of the ability to identify personal learning and development needs, as well as those of others. During the new staff induction process, the procedures for accessing CPD and the objectives and desired outcomes of training are clearly explained, with an annual reminder during first day INSET in September. Members of staff at different stages of their career are supported to ensure they make informed choices about their career progression. Whole school INSET is planned separately by SLT.

4. CPD Provision

The school arrangements for CPD balance the cost-effective use of resources with the needs of the school and the range and interests of the staff. The following criteria inform the decision making process, and opportunities are rated more highly when they:

- Meet individual priorities identified in the appraisal process
- Meet departmental, school or national development priorities
- Meet legal requirements e.g. safeguarding
- Are based on good practice
- Help raise standards of pupil achievements
- Respect cultural diversity
- Are planned systematically and follow an agreed programme
- Are based on relevant standards
- Are based on current inspection advice
- Are based on current research
- Make effective use of resources
- Provide value for money
- Are delivered in accommodation, which is fit for purpose with appropriate equipment
- Are delivered by high quality providers
- Have effective monitoring and evaluation systems, including seeking out and acting on feedback to inform future provision

The school supports a wide range of CPD provision, which includes:

- Attendance at external courses, lectures or conferences
- In-school training, using shared expertise
- In school training with a collaborative approach e.g peer coaching, shared lesson observations, mentoring
- In-post enrichment e.g higher level responsibility, shadowing, project leadership (including the use of TLR3) and participation
- School visits to observe or participate in sharing successful practice
- Input from external consultant, advisor or relevant expert
- Secondments e.g. with regional, national or international organisations
- Research opportunities
- Departmental twilight sessions with agreed focus
- Training to deliver extra-curricular provision e.g Duke of Edinburgh’s Award, Arts Award, CCF
- Experience of arranging and managing national and international school visits and trips
- External partnerships e.g. Teaching Schools Alliance, Kent Grammar Schools Association, Grammar School Heads Association

- Practical experience e.g. exam marking, working with exam boards
- Producing resources e.g. for VLE (virtual learning environment)
- Postgraduate professional development and other professional qualifications
- Accessing training across Teaching School Alliance
- Accessing regional and national Leadership Development programmes
- Opportunities to train as a facilitator in the delivery of in-school workshops

In-school support will be offered to members of staff at different stages of their career, and they are encouraged to participate in the following programmes:

- New Staff Induction
- Newly Qualified Teacher Induction
- Peer Coaching
- Mentoring

5. Recording and Disseminating

Individuals are encouraged to reflect on their development and to keep a record of their own learning in an appropriate professional development portfolio. Participants are encouraged to discuss training outcomes with their line manager and the CPD co-ordinator, then, where relevant, to share and discuss with colleagues during meetings e.g. SLT, Tutor Teams, Academic Board, Department or Staff. The CPD co-ordinator is responsible for ensuring whether any follow-up is needed e.g. feedback to provider, and to be responsible for such actions.

6. Evaluating Impact

The CPD Co-ordinator is responsible for assessing the impact, including assessing value for money and monitoring the quality of the provision. CPD is evaluated at an appropriate level of detail and may include consideration of what staff do as a result of training, and the impact in the medium (6 months) and longer term (12 months). Evaluation of impact forms part of the annual report to Governors on CPD. In evaluation, consideration will be given to:

- Pupil and school attainment
- Improved teaching and learning
- Increased pupil understanding and enthusiasm
- Increased staff confidence
- Increased evidence of reflective practice
- Wider opportunities offered to pupils
- Recruitment, retention and career progression where relevant
- Increased capacity for Support Staff to enhance their role

7. Reporting arrangements

The CPD co-ordinator regularly updates SLT on CPD developments and opportunities, as they arise, during twice weekly meetings. The CPD co-ordinator provides a written annual report for Governors on the provision and impact of CPD, and attends the Curriculum and Staffing Committee meeting in the Autumn Term in order to provide additional information or answer any queries, which may arise from the annual report.

8. Policy Review

This policy will be reviewed by the Assistant Headteacher every 3 years.