CONWAY PRIMARY SCHOOL

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Approved by: _[signature]_ Vanita Howells (Mar 8, 2024 10:10 GMT)		**Date:** 06th March 2024	
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Next review due by:	February 2025		

ROYAL *borough of* GREENWICH

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Background

At Conway Primary School we view the development of our staff as an essential factor in the school's aim of ensuring all children receive the highest quality of education and level of opportunities. Development is important in all areas of the school and not just the teaching staff. We are committed to equality of opportunity and supporting all staff throughout their development. We monitor the attendance in development opportunities to ensure that no group within the school is, or feels, excluded. Development is based on the needs of both the school and the individual with a clear link to the school strategy. Focusing on development allows staff to maximise their contribution to the school. It also demonstrates the value we place on our staff and their work. It also allows staff individually and collectively to value the importance of their own development and professional growth.

Responsibility for the Policy

The Finance and Personnel Committee own this policy on behalf of the governing body. However, the execution and the day-to-day procedures are delegated to the Headteacher and the CPD Lead. Unless driven by other factors the committee will review the policy as part of its review schedule.

Curriculum Based Development

1.   Curriculum based development is approached systematically beginning with the defining the school's strategy. This is then delivered through the School Development Plan (SDP) and, when appropriate, other development action plans. This process takes into account national and local initiatives. The SDP incorporates a short term (one year) as well as a long-term (three year) view of priorities and key issues.

2.   When the governing body has approved the strategy and SDP, the school's Senior Leadership Team (SLT) discusses how best to implement the objectives with individual subject leaders. While broad development issues maybe identified during this phase of the process it is through discussion with subject leaders and then individual members of staff that the majority of the development needs are identified. A key element of this is the CPD discussions that take place within the school's appraisal arrangements.

3.   The school recognises that curriculum based development is not solely for teachers. Many traditional support staff such as Learning Support Assistants and Early Years Practioners make a significant contribution to curriculum delivery. As a result, when appropriate, they join the teachers in curriculum development activities.

Non-Curriculum Based Development

4.   By its nature non-curriculum based development is predominantly aimed at the school's support staff including midday supervisors, administration staff, Premises Assistant, Bilingual Assistants and Kitchen Operatives. Some aspects of this development is linked to the SDP e.g. Special Educational Needs and Health and Safety. However, other areas such as playground supervision and computer administration, although important may not directly link to specific aspects of the SDP. In both cases the school ensures that these needs are not neglected in favour of those directly supporting the curriculum.

Personal Development

5.   While all development contributes to an individual's growth for the purpose of this policy personal development relates to an individual's specific development needs beyond their immediate role. Staff are encouraged to take a positive approach to their personal development however, the funding available to support development that does not have a direct link to the SDP, is limited. If staff wish to be considered for CPD outside of the SDP they must put a written proposal to the Headteacher and CPD Lead who will consider it on a case-by-case basis and, where necessary, refer it to the governing body to consider.

The Continuing Professional Development Coordinator

6.   The CPD Lead takes an overview of the school's development needs, which involves discussing issues with subject leaders, members of the SLT and staff. An important aspect of this role is to keep staff updated with existing and new development opportunities including courses.

Induction Training – Early Career Teachers

7,   All Early Career Teachers (ECTs) join the Local Authority's induction programme. In consultation with senior members of staff and the ECT, the school's Induction lead formulates a specific school based programme that meets both the ECT's needs and national standards. The Induction lead becomes the mentor for the ECT unless there is more than one ECT whereby another member of staff performs this role. The Headteacher

Induction Training - Experienced Teaching Staff

8.   The Year Group Lead is responsible for acting as mentor for all new but experienced teaching staff or arranging with a parallel teacher to perform this role. A programme of familiarisation is arranged so the new member of staff can adapt quickly to the school's procedures and routine. The Headteacher or member of the SLT reviews the induction programme with the member of staff to discuss performance and ensure they are receiving an appropriate level of support.

Induction Training - Support Staff

9.   New support staff are linked to the School Business Manager from their respective team to act as a mentor. They have a familiarisation programme designed for their individual needs. The relevant line manager discusses performance progress with the member of staff and their mentor.

Staff Development Opportunities

10.   The school exploits a full range of opportunities in order to meet the needs of the staff including:

- ❑ Staff meetings (whole school, SLT, year groups etc)
- ❑ Phase Meetings (EYFS,KS1 & KS2)
- ❑ INSET days (whole and part school)
- ❑ Workshops/working parties
- ❑ Self-Lead Digital CPD
- ❑ Demonstrations
- ❑ Attending course and conferences
- ❑ Support and advice (Headteacher, SDP, Advisory Teacher etc)
- ❑ Use of the Professional Development Centre & specialist centres
- ❑ Paired observation and support
- ❑ Visits to other schools
- ❑ Membership of professional associations
- ❑ Coaching and mentoring
- ❑ Peer support

10a.   **On-Line Learning Platforms**
      The school will provide regular access to online courses and materials focused on the core subjects of Mathematics, Reading and English. The sessions are designed to enhance subject knowledge and stay abreast of the latest curriculum developments and to develop innovative teaching strategies to engage students and improve learning outcomes within the core subjects. These sessions will be conducted using our own online learning portal Learning4Teacing and/or Microsoft Teams, in person workshops, and collaborative peer- learning groups.

      The School will provide access to online courses and materials focused on the development of emotional intelligence, enabling staff to deepen their subject knowledge and develop EI competencies. Resources will include modules on Empathy, Self-regulation, and Self -awareness. These sessions will be conducted using our own online learning portal

Learning4Teacing and/or Microsoft Teams, in person workshops, and collaborative peer-learning groups.

Staff members are encouraged to engage with the online platform to pursue professional learning goals and can utlisie the platform for self-directed learning.

The effectiveness of online learning for staff development will be monitored through regular feedback and progress tracking. The evaluation will be completed using feedback surveys, classroom observations and student performance data. The school will provide technical and pedagogical support to staff to maximise the benefits of online learning.

11.   All staff are encouraged to share their experiences and knowledge after a development activity. This may mean leading a workshop or staff meeting but can equally mean discussing the issues/ideas informally with colleagues. Sharing experiences in this way is an important opportunity for the whole school to benefit from development activities especially when it is not possible for all interested staff to attend an event.

Evaluation

12.   Curriculum based development is evaluated on a number of levels. Firstly, there is an initial assessment by the member of staff in discussion with the CPD Lead, their Line Manager or Subject Leader. Classroom observations by the Line Manager, Subject Leader or member of the SLT allows for a longer-term assessment of impact. At a whole school level the outcome of the statutory assessment at Key Stages 1 and 2 reinforces the evaluation process. Whenever possible non-curriculum development is also evaluated through staff assessment and discussion with the Line Manager. It is then evaluated individually depending on the type of development that has taken place. This includes the school's ability to meet its legal obligations e.g. Health and Safety legislation and the speed at which new procedures are successfully implemented e.g. new administrative systems.

Appraisal and Development Reviews

13.   All staff discuss their development needs with their Line Manager during performance reviews. As part of the objective setting and review process staff will consider development needs and how they can be best met. Development discussions are not necessarily limited to set times within the year. Events outside the pre-arranged schedule may highlight development needs, which require additional discussion.

Development Portfolios

14.   Each member of staff is encouraged to keep a record of all development activities they undertake to build their professional development portfolios, which in turn are directly linked to the core professional standards.   On completion of an activity the member of staff completes an evaluation form (see Annex A), which is shared with the Headteacher and CPD Lead. The form allows the member of staff to:

- ❑ Reflect on their experiences
- ❑ Evaluate the event for colleagues
- ❑ Produce a reference point for the future
- ❑ Share their knowledge among colleagues
- ❑ Maintain a CPD record

Financial Resources

15.   The governing body approves the school's training and development budget annually. This not only allows the school to provide development for staff including the support of key Government initiatives but also provides the funding necessary to cover for staff undertaking development activities. Once the budget is agreed areas identified within the SDP are prioritised and resources allocated.

Value For Money

16.   Wherever possible development opportunities are assessed for their value for money.   This includes reviewing experience/knowledge already within the school, cost comparison, assessing the quality of new and existing providers and burden sharing with other schools.

The Governors' Role and CPD

17.   In addition to agreeing the annual CPD budget the governors monitor the activities of staff through the Headteacher's termly report to the Finance and Personnel Committee.

18.   The Local Authority meets the majority of the Governing Body's own development needs through the Governors Services' programme of courses. The programme covers all aspect of the governance including the national induction package. If Governors are unable to attend their induction training they can address the important issues via e-learning utilising – National Governors Service on-line. The Governing Body can also arrange bespoke training on specific issues if they feel there is value in doing so thought Governor Services or an alternative provider.   Governors are also encouraged to attend school Inset days to develop their knowledge of learning and teaching and the National Curriculum.

CPD EVALUATION FORM
cc Headteacher & CPD Lead

Name:

Course/Event	**Date:**
Brief description of the course/event	
What did you hope to gain from your attendance?	
What were the main points of interest/benefit?	
How would you describe the course/event?	
Very Beneficial Useful Limited Value Poor	
Would you recommend the course/event to a colleague?	
Yes No	

CPD Policy 2024

Final Audit Report

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