



Continuing Professional Learning & Development (CPLD) Policy

Approved by:	Local GB	Date: 09.02.22
Last reviewed on:	09.02.22	
Next review due by:	February 2023	

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1. Introduction

Effective CPLD contributes significantly to school improvement. Provision should be linked to efforts to improve the school's performance, particularly in areas such as teaching and learning. Alongside this, an investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school.

Continuing Professional Learning & Development (CPLD) is a priority and an entitlement for all staff. Its purpose is to:

- improve the quality of learning and teaching
- enable the School to meet its curriculum aims
- provide the highest standards of support and guidance to pupils
- facilitate school improvement and development
- contribute to professional aspirations and career progression and help to support staff appropriately
- improves leadership, developing strengths
- support and challenge strategic decisions to ensure the best outcomes for pupils
- promote a positive ethos and learning culture

All staff and governors have a responsibility to utilise CPLD to develop their knowledge and skills as well as increase their capacity to be positive role models to pupils as lifelong learners.

In particular, the Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical
- take responsibility for improving teaching through appropriate professional development
- respond to advice and feedback from colleagues
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching
- have a secure knowledge of the relevant subject(s) and curriculum areas
- reflect systematically on the effectiveness of lessons and approaches to teaching
- know and understand how to assess the relevant subject and curriculum areas.

CPLD is most effective when it is:

- Owned by staff – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop.
- Where staff are given space and structure within which to determine their performance management priorities they make astute judgements and commit to them.
- Builds on existing expertise – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success.
- Collaborative and supported from within the school – the most powerful learning occurs when opportunity is provided for debate and reflection.
- Sustained – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events

- Accesses external expertise – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach, within the school or academy; visiting professionals or artists; joining webinars, online networks or participating in virtual training etc

2. Approaches to CPLD

A wide variety of CPLD approaches will be employed in order to facilitate school improvement, assist teachers to meet the Teachers' Standards and the Professional Standards for Teachers Post Threshold and increase its accessibility to staff. As far as possible, CPLD will be personalised and takes into account the needs and career aspirations of the individual member of staff alongside the needs of the School.

Successful professional development involves working in partnerships and should support a culture of trust, respect and scholarship. It should:

- have a focus on improving and evaluating pupil outcomes
- be underpinned by robust evidence and expertise
- include collaboration and expert challenge
- be sustained over time.

Therefore, CPD approaches may include:

- attending a course or a conference
- completing online training
- attending internal training using the expertise available within the School, e.g., pedagogic practices for different subjects and contexts, coaching skills, pastoral skills; leadership development
- practical experience, e.g. external examination marking, delivering INSET and external training, mentoring, presentations to school governors
- research opportunities and opportunities to participate in award bearing work from higher education institutions and other providers such as the National College for Teaching and Leadership
- school-based collaboration, e.g. Team teaching, department meetings, pastoral meetings, moderation, working parties to research and develop aspects of learning and teaching
- external collaboration e.g. contributing to and delivering a training programme, co-ordinating or supporting a local or national learning forum or network, school visits to observe or participate in outstanding practice, collaboration with sister schools from the MAC.
- job enrichment or enlargement e.g. job sharing, acting leadership roles, job rotation, job shadowing
- school-based work overseen by an external consultant, adviser or relevant expert
- secondments, e.g. within sister schools of the MAC a regional or national organisation, an exchange or placement, e.g. with another teacher, school, industry or higher education.
- Signposting to wider reading and research

3. Induction

All new staff and governors will receive a planned induction in school which is supplemented by external providers. Line Managers, Subject leaders, Senior Leaders have discrete responsibilities within this process.

New teachers are invited to spend at least one day in school during the term prior to their start date. The days are structured to ensure that new members of staff benefit from a positive and purposeful start to their career at Holy Souls.

Early Career Teachers follow a specific programme of support and training in line with DfE requirements. The Mentors and the Deputy Headteacher has responsibility for the delivery of this programme.

Governors receive an Introduction to Governance document which includes the scheme of delegation, code of conduct, guidance for visits and other key information.

4. In-Service Training

The School holds in-service training days (INSET) during the academic year. The INSET programme is planned in advance by the Senior Leadership Team, the content of which is informed by the needs of the School outlined in the School Improvement Plan.

The principle purpose of INSET is to improve learning and teaching by:

- increasing awareness of educational developments and innovations
- improving pedagogical knowledge and specialist knowledge, e.g. Special Educational Needs
- considering how to implement pedagogic practices successfully in different contexts
- sharing examples of effective pedagogic practices to validate as well as challenge existing beliefs
- working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogic practices
- enabling staff to contribute to the delivery of the School's development and improvement plans

The School aims to make the best use of all available resources and will draw from providers such as: in-school expertise; making use of the knowledge, experience and skills of staff; representatives of agencies or independent organisations or individuals who have specific areas of expertise.

Teachers will also have the opportunity to take part in team teaching where teachers work collaboratively to observe each other's lessons and offer feedback.

5. Leadership and Management of CPLD

The Assistant Head teacher is the CPLD leader and has an overview of staff development. In order for staff to maintain and develop their skills and contribute to school development, the CPLD leader will ensure that CPLD balances the needs of the School and its development priorities; the development needs of each department and the career aspirations of the individual.

There will be robust, transparent arrangements for accessing CPLD that are known to all staff. These will be subject to regular monitoring to ensure that CPLD is provided in a non-discriminatory way. The school evaluates the impact that CPLD has on teaching and learning and the progress that students make, including monitoring, observations, data collecting and performance management.

The CPLD leader's main responsibilities will be to:

- identify CPD needs through individual questionnaires, school self-evaluation, analysis of pupil outcomes, analysis of Performance management and target setting, formal and informal discussion with subject and pastoral leaders and SLT
- discuss CPLD priorities and budgetary implications with the Headteacher and the governing body where appropriate
- maintain accurate and up-to-date records of the training undertaken and delivered by staff and governors
- monitor and evaluate the quality and impact of CPLD through formal and informal feedback (including review of CPLD Reflection forms)
- report to the Headteacher and the governing body on the provision and impact of CPLD
- keep up-to-date with CPLD developments nationally and locally
- promote CPLD as a central element of performance and performance management
- provide details of CPLD opportunities and disseminate information to the appropriate staff and governors.
- ensure that records of staff CPLD are kept up-to-date, and that relevant information arising from training is disseminated appropriately and in a timely manner so that as many members of staff as possible can benefit from the training undertaken.

Line Managers will:

- work within the context of the performance management process, the School Improvement Plan; Subject Action Plans and the Teachers' Core and Post Threshold Standards to identify CPLD needs
- take into account the professional and personal aspirations of the member of staff and actively support continuous professional development
- be fair, honest and have regard for the School's commitment to equal opportunities
- take into account the current knowledge and experience of the member of staff or governor
- Complete CPLD Reflection forms and disseminate training as appropriate.

Classroom Teachers will:

- Identify development needs through induction, questionnaires and the performance management process
- Use designated CPLD time effectively to improve teaching
- Evaluate the impact of training on their teaching and learning
- Support coaching and mentoring of ECT's.
- Complete CPLD Reflection forms and disseminate training as appropriate.

Support staff will:

- Identify development needs through induction, questionnaires and the performance management process
- Use designated CPLD time effectively to improve teaching
- Evaluate the impact of training on their teaching and learning
- Complete CPLD Reflection forms.

Subject Leaders

In addition to those responsibilities outlined for classroom teachers, Subject Leaders will:

- Meet with the school's CPLD lead annually to identify individual teaching staff and Subject area CPLD priorities
- Carry out lesson observations and performance meetings to identify training and development needs within the subject area
- Ensure designated CPLD time is used to best effect throughout the subject area
- Provide opportunities during subject area meetings to move forward the quality of teaching and learning within the subject
- Ensure that the responsibility for the effective coaching and mentoring of ECT's are devolved appropriately.

Senior Leadership Team (mostly delegated to CPLD lead) will:

- Identify the whole school CPLD priorities
- Identify all staff CPLD needs, delegating this responsibility, where appropriate, to middle leaders
- Review annually the main CPLD priorities and budgetary implications with the Headteacher and Governing Body
- Annually, the CPLD lead will assess the benefits of CPLD undertaken in relation to its impact on:
 - student and school attainment
 - improving teaching and learning
 - increasing student understanding and enthusiasm
 - improving staff confidence
 - increasing evidence of reflective practice
 - recruitment, retention and career progression of staff

- Provide feedback to the Headteacher and the Governing Body on the provision and delivery of CPLD throughout the school year
- Ensure there are robust, transparent arrangements for accessing CPLD that are known to all staff
- Coordinate the school's INSET programme
- Ensure there are arrangements for annual discussions for staff to discuss the following within the context of school priorities:
 - their individual CPLD needs and aspirations
 - methods of accessing CPLD provision, including appropriate funding
 - relevant accreditation opportunities
 - strategies and opportunities for disseminating their training

The Governing Body will:

- Agree and regularly review the school's Continuing Professional Learning Development Policy
- Engage with training provided to the Governing Body

6. Procedures

There will need to be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the performance management cycle. However, professional appraisal needs that individual staff have identified will also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

CPLD planning will be linked and integrated with the School Improvement Plan and be based on a range of information and priorities:

- The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the School Improvement Plan
- The needs of the school as identified through OFSTED
- Outcomes from the Performance Management meetings. These meetings, part of the Performance management cycle, will identify the training and appraisal needs for all staff
- Individual student needs e.g. physical needs, communication, manual handling, behaviour, autism
- Subject Review
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications
- Individual requests for CPLD made through questionnaires and feedback
- Feedback from staff and others including governors, students and parents
- Resources – e.g. membership of professional bodies; purchase of books/journals

The school will ensure there is a budget put aside for CPLD annually and that this budget is used to ensure best value. It will be used equitably across the whole staff.

Step-by-step

Once a need has been identified through performance management/ staff requests/ school, priorities etc, attendance at any CPLD course must be agreed in principle with the member of staff's line manager and senior leader. In the case of governors, training should be authorised by the Headteacher.

The CPLD lead will then source appropriate CPLD to meet the identified need. This will be using internal expertise, BCCP and the National College in the first instance. Other external providers will then be explored.

Once a suitable solution has been sourced, the CPLD lead will present to the Headteacher for approval.

Once agreed office staff will book places on the respective courses etc. Details will be forwarded to Deputy head teacher to arrange cover.

Staff members will then be notified.

Following completion of the external course/ online training, staff will be required to complete a CPLD reflection form (appendix1) and return to the CPLD lead.

The CPLD lead will ensure dissemination to other staff is arranged in the most appropriate way as identified by the staff member.

7. Funding

When CPLD is linked to whole school improvement, the cost will be covered by the Staff Development budget which is managed by the Headteacher.

Before approval is given to CPLD training, careful consideration must be given to value for money and the resources available, e.g. How and when will information from the training course be disseminated to relevant members of staff? Can similar training be accessed through another, less expensive, provider or by another means? Can training be accessed locally rather than further afield?

8. Evaluation

The quality and short-term effectiveness of CPLD is evaluated through the CPLD Reflection form and informal discussion with staff and governors.

The long-term effectiveness of CPLD is evaluated through:

- pupil outcomes
- lesson observations
- minutes of subject meetings, Heads of Department and pastoral meetings, full governing body
- and governor committee meetings
- staff well being (qualitative and quantitative measures)
- recruitment, retention and career progression of staff.

Staff are expected to fill in a 'CPLD Reflection' form when they return from an external course or online training (see appendix). This identifies the key points and recommendations, how the course will be fed back to other staff and whether the

course would be beneficial for other staff to attend. This is monitored by the CPLD leader.

The CPLD leader will evaluate staff inset throughout the year – both external and internal. This is discussed with governors and SLT. The evaluation is used to inform the next cycle of planning. The CPLD leader is responsible for monitoring CPLD to ensure that it is at the centre of school improvement.

Appendix 1: CPLD Reflection form

CPLD Reflection

Course Title	Date	Name

Feedback to staff	E.g.INSET/ Memo/ 1:1
Main points	<i>Provide details of the key learning points</i>
Action points	<i>What will you do, as a result of the CPD?</i>
Impact	<i>What will be the impact of these actions?</i>