



POLICY TITLE	Continuing Professional Development (CPD) Policy
Policy Area	General
Author	DS
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Senior Team Lead	Head of School
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Introduction

Continuing Professional Development (CPD) is a priority and an entitlement for all staff and governors at The London Acorn School.

Its purpose is to:

- Improve the quality of teaching and learning
- 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
- Support and challenge strategic decisions to ensure the best outcomes for pupils.

All staff and governors have a responsibility to utilise CPD 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 school sets out several 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, responding 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 learning
- Know and understand how to assess the relevant subject and curriculum areas.

Principles, Values and Entitlements

1. The London Acorn School believes that all staff should be involved in a continuing process of improvement. The school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, whole school and through wider networks.

2. The London Acorn School believes that a carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.

3. Via the mentoring and staff appraisal processes the school aims to have effective measures in place to audit the professional needs of staff.

4. The focus of CPD will be on supporting staff in their work, improving standards and the quality of teaching and learning. The school will ensure that mechanisms are in place to disseminate good practice in CPD that supports and improves teaching and learning.

5. CPD planning will be integrated with School Development Plan and based on priorities identified through self-evaluation, mentoring and appraisal.

6. All forms of professional development will be based on the following principles:

- all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work
- all staff will have regular opportunities to discuss their development needs and professional aspirations
- all staff have a responsibility to participate in school focused CPD.

7. The school will support professional recognition, including accreditation of the CPD undertaken.

Leadership and Management of CPD

The Head Teacher has responsibility for the leadership and management of CPD in the school. For staff to maintain and develop their skills and contribute to school development, the CPD leader will ensure that CPD balances the needs of the school and its development priorities; the development needs of each department and the career aspirations of the individual. The CPD leaders' main responsibilities will be to:

- Identify CPD needs through school self-evaluation, analysis of pupil outcomes, analysis of appraisal and target setting, formal and informal discussion with curriculum leaders
- Discuss CPD priorities and budgetary implications with the Head Teacher and the Governing Body
- 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 CPD through formal and informal feedback
- Report to the Head Teacher and the Governing Body on the provision and impact of CPD
- Keep up-to-date with CPD developments nationally and locally
- Promote CPD as a central element of performance and appraisal
- Provide details of CPD opportunities and disseminate information to the appropriate staff and governors.

Planning for CPD

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision-making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- meet identified individual, school, or national development priorities
- are based on good practice – in development activity and in teaching and learning
- help raise standards of pupils' achievements
- are provided by those with the necessary experience, expertise and skills
- are planned systematically and follow the agreed programme except when dealing with emerging issues
- are based, where appropriate, on relevant standards
- are based on current research and inspection evidence
- make effective use of resources
- provide value for money.

Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches may include:

- attendance at a course or conference

- in-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise
- school-based work through accessing an external consultant/adviser or relevant expert
- school visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances
- shadowing opportunities to observe experienced colleagues in another school
- distance learning, e.g. relevant resources, training videos, reflection, simulation
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity
- partnerships, e.g. with a colleague, group, subject, or phase; team meetings and activities such as joint planning or observation
- creating an improved learning environment within the school.

Assessing the impact of CPD

Annually, the Head Teacher shall report to the governors with an informal assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school wellbeing and attainment
- improved teaching and learning
- increased pupil understanding and enthusiasm
- increased staff confidence
- increased evidence of reflective practice
- Lesson observations
- Staff wellbeing (qualitative and quantitative measures)
- Recruitment, retention, and career progression of staff.

Budget

The school has a limited budget but will endeavour to support recognised CPD needs of staff within the context of a small school. The Head Teacher and Business Manager will allocate the budget fairly while prioritising those with greatest identified needs. Where several colleagues wish to attend the same course or conference the school may enable only a limited number of colleagues to attend but who will be expected to give detailed feedback in order to share what they have learnt.

Training

The school ensures that Safeguarding training for all staff is undertaken every three years and by Designated Leads every two years. When the school employs newly qualified teachers, these staff will be expected to undertake a particular development programme for staff new to the profession.