

**Continued Professional  
Development Policy  
Erdington Academy  
Part of Fairfax Multi-Academy Trust  
April 2022**

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This policy has been revised to bring it into line with the October 2006 Performance Management Regulations. The Governing Body of Erdington Academy adopted this performance management policy 5<sup>th</sup> February 2008.

### **Principles, Values and Entitlements**

1. Erdington Academy is a 'learning community' where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning amongst its community. Continuing Professional Development (CPD) is the means by which the school is able to motivate and develop its community and is integral to the school improvement and Every Child Matters agenda. It does so at a variety of levels – individual, team, whole school and through wider networks with an emphasis on collaborative learning.
2. The school believes in the DforE philosophy that "Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching." (July 2016). It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. CPD will be co-ordinated by a named leader with a clear job description and who will be a member of the school leadership team but who will be assisted by others in taking forward this policy.
3. All those involved in the school community shall have an entitlement to equality of access to high quality induction and continuing support and development which addresses their needs and aspirations. CPD in the school is linked closely with remodelling strategies and practices.
4. The central features of the CPD policy will comprise:
  - effective auditing and identification of need and aspiration
  - ensuring appropriate match of provision to the individual
  - reliable and explicit evaluation of the impact of provision
  - effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.
  - Liaising with the Trust's CPD approach.
5. Where the school has autonomy from the Trust, it will use a range of types of provision and providers, considering 'Best Value' principles in determining these.
6. The school's provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier particularly across the key areas identified in the appropriate Standards Frameworks.
7. The school will support professional recognition including accreditation of the workforce learning and development undertaken.

### **Identifying CPD Needs**

1. The school will have a named CPD Leader who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. This leader will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.

2. The CPD Leader shall be responsible for identifying the school's needs and those of the school community. Such needs will be identified largely through existing mechanisms such as:

- performance management
- school self-evaluation
- school, local and national priorities
- other internal and external monitoring and feedback evidence
- evidence from individual reflection and self-evaluation processes
- informal and formal discussions with individuals and teams.

The outcomes of this needs analysis will be a CPD plan which forms part of the school improvement plan. Individuals will be encouraged to produce individual training plans as part of the performance management process.

3. The CPD Leader will be responsible annually for discussing with the head teacher and reporting to the governing body the main priorities in terms of training and development, the provision, impact and the likely budgetary implications of addressing these needs. CPD issues will also be addressed at other governing body meetings and will be included as part of the Head teacher's report.

4. Performance management outcomes should be made available to the CPD Leader to enable suitable training or development opportunities to be accessed. Where appropriate, this can be delegated to others such as the reviewee's line manager. Other requests for accessing opportunities should be addressed to the CPD Leader who will decide on the most effective means.

### **Provision**

a. The CPD Leader shall be responsible for ensuring that appropriate opportunities are provided for all groups of the school community and that

- provision is of sufficient quality
- provision is organised efficiently, e.g. bookings, venues, facilities and resources
- provision is available at convenient times and that where possible, e.g. basic skills training, this will be available within working time. The CPD Leader will discuss with the head teacher and governing body requests for changes to work patterns to enable training and development opportunities to be accessed with requests considered on an individual basis and in accordance with school policies
- current opportunities including lifelong learning ones are communicated to the relevant staff and that it is made clear that they are actively encouraged to fully participate in learning procedures
- membership of relevant bodies concerned with workforce induction and development is administered.

b. The CPD Leader will co-ordinate the effective use of school closure/training days liaising with others as appropriate.

c. The school will support a wide portfolio of workforce induction which reflect the learning effectiveness of the participants. These include:

- in-school training using the expertise available within the school (e.g. collaborative teaching, planning and assessment, work with a teacher learning community, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling) coaching and mentoring and engaging in a learning conversation
- job enrichment/enlargement (e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings, offering opportunities within the Every Child Matters agenda)

- producing documentation or resources (e.g. curriculum development, teaching materials, assessment package, ICT or video programme)
  - accessing an external consultant/adviser or relevant expert such as an AST, excellent or lead teacher, (e.g. for master classes, model and demonstration lessons);
  - role play, simulations
  - collecting and collating student feedback, data and outcomes;
  - attendance at a lecture, course or conference
  - school visits to observe or participate in good and successful practice
  - secondments, exchanges and placements (e.g. within a regional or national organisation, an exchange or placement, with another teacher, school, higher education, industry, international exchange, involvement with governing body)
  - postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, NCSL programmes, Foundation Degrees, Integrated Qualifications Framework
  - research opportunities
  - distance learning (e.g. relevant resources such as educational journals and publications, training videos, reflection, simulations, Teachers' TV)
  - practical experience (e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)
  - external partnerships (e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as a Network Learning Community or teacher learning community).
- d. All those engaged with workforce learning and development will be encouraged to:
- reflect on their development using appropriate mechanisms such as performance management systems and evaluation tools such as those available for teachers and support staff
  - seek professional recognition for the work undertaken. The CPD Leader will provide directly or organise guidance to staff on how such recognition can be achieved and appropriate accreditation earned. They will liaise as appropriate with accrediting bodies.

## Process

### During School hours:

To participate in/ attend training activities which require funding and/or absence from normal teaching commitments, applicants must first seek the written approval of the Line Manager and then apply to the CPD Leader (Form CPD1 supports both of these requirements- see Annexe 1)

Support for the training and funding will depend on the degree to which the following criteria are met:

The training:

- a. is wholly essential, to enable the staff member to undertake his/her job
- b. meets the identified targets on the school development plan
- c. meets 'best value' principles as identified in Point 3 above
- d. is expected to impact positively on student progress

### Out of school hours:

Training opportunities out of school time would not normally be entitled to a subsidy or reimbursement of course fees/expenses. However, in some circumstances, some compensation

may be deemed to be valid. Any claim for support should be made in writing to the CPD Leader (Form CPD2 - see Annexe 2) and must show how the following criteria are met:

The training:

- a. is wholly essential, to enable the staff member to undertake his/her job
- b. meets the identified targets on the school development plan
- c. meets 'best value' principles as identified in Point 3 above
- d. is expected to impact positively on student progress

The application for support will be reviewed by a panel including both Deputy Head teachers and the CPD Leader, and in some circumstances, the Head teacher. The percentage of compensation will depend on the discretion of the panel, taking into account:

- a. The degree to which the criteria are met
  - b. Other training opportunities for which the applicant has already been supported
- Normally grants for any individual would not exceed £500.00  
Individuals should never commit themselves to personal expense on the assumption that fees will be met by the school.

### **Evaluating Impact and Disseminating Good and Successful Practice**

1. The CPD Leader shall be responsible for ensuring systems are in place that allows impact to be measured
2. Following professional or other development, the participant will discuss with the CPD Leader the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will be responsible for organising that, e.g. circulating relevant resources, a session at staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school website.
3. The CPD Leader will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.
4. The CPD Leader will review annually whether any aspects of the provision, e.g. service level agreements, subscriptions do not represent value for money and make appropriate recommendations to the head teacher and governing body.
5. The CPD Leader shall be responsible for assessing the 'value for money' aspect through seeking to monitor and evaluate impact. Success criteria will include:
  - participant reactions
  - sustainable student outcomes including attainment, engagement and enthusiasm
  - sustainable staff skills, knowledge and understanding
  - sustainable staff confidence and motivation
  - organisational change and climate
  - recruitment and retention
  - career progression and promotability
  - shorter and longer-term benefits.
6. Annually the CPD Leader shall provide a report to the governing body on the benefits of the opportunities undertaken and future needs.

## Annexe 1 CPD1 – During School Hours

### Application to attend/be funded for training

#### Information to the Applicant

This form must be completed by the applicant before arranging any training opportunities which require funding or absence from professional duties during the school day. The application must be made to the CPD Leader. It will be returned with a decision. Attach relevant application forms

Name of Applicant:

Activity:

Date:

Time(s):

Location:

Cost:

What professional duties will you be absent from?

#### Statement from Line Manager

I support/do not support this application because		
Name (please print)	Signature	Date

How are the following criteria met?

- e. is wholly essential, to better enable the staff member to undertake his/her job
- f. meets the identified targets on the school development plan
- g. is expected to impact positively on student progress or staff/student welfare (continue overleaf if required)

Signed

Date

Approved/Not approved	Signature	Date
Application is being processed: Yes/No (for completion by CPD Leader)		