

CPD Policy

1 Background

Continuing professional development (CPD) encompasses a wide range of activities for Academy staff which adds to their professional knowledge and enhances their professional skills. High quality professional development focuses on improving pupils' learning. The CPD Mark, which we were awarded in July 2013, reflects the Academy's belief that CPD is an integral part of our culture that promotes learning at high levels for both pupils and staff. We believe 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.

2 Principles

Both teaching and support staff and governors shall have an entitlement to equality of access to high quality induction and continuing professional development. All members of the school community will have opportunities through performance management to discuss their professional development needs.

The central emphasis will be on improving standards and the quality of learning and teaching. 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.

The principles of CPD at BHSA are:

- To help raise pupils' achievement
- To meet identified individual, Academy and national priorities
- To make effective use of resources, particularly ICT
- To provide value for money
- To respect cultural diversity
- Based on good practice
- Based on current research and inspection evidence
- Effective monitoring and evaluation systems

3 Aims

CPD at BHSA will:

- be relevant to the needs of participants and the Academy
- challenge and support
- cut new ground & be research-based
- support risk taking
- excite and motivate
- involve a spectrum of opportunities from courses to self study
- involve opportunities for individual learning
- include opportunities for collaborative learning

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- involve peer support and coaching
- enhance career progression
- bring about improvement and make a difference to pupils of varying needs
- have its impact monitored and evaluated
- be inclusive

4 Practice

Staff are encouraged to continually reflect on their professional and personal development needs in line with the whole academy priorities and performance management systems. In so doing, we will address the needs created by national and local priorities, the needs of the Academy as well as personal needs, aspirations and fulfilment. The Academy's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfE Teachers' Standards Framework, NCTL's Leadership Development Framework and competency descriptions for Teaching Assistants, HLTAs, Bursars etc.

5 Roles and responsibilities

The individual member of staff will:

- seek out and make the most of the professional development opportunities available to make sure that pupils receive the best and most appropriate education possible
- reflect on their own practice to determine strengths and areas for development
- document those reflections to contribute actively to performance management, through maintaining a professional development record or portfolio
- take part in opportunities to share strengths and learn from colleagues
- seek out and utilise new thinking, ideas and technology relevant to their roles
- support colleagues in achieving high professional standards

The Academy will provide:

- leadership of professional development by the CPD Co-ordinator (Assistant Vice Principal)
- induction procedures for all staff
- close links between performance management procedures, the identification of professional development needs and how those needs are to be met
- planned arrangements for CPD which reflect the Academy's needs, national and local priorities and the professional development needs of individuals
- a wide range of school-based, local and national opportunities for professional development
- appropriate quality standards in organisation supporting effective professional development such as Investors in People, Basic Skills Quality Mark, Artsmark, etc
- clear identification of staff development activities in the Academy Development Plan
- encouragement and support for the maintenance of a portfolio of professional development
- an agreed minimum time allocation for professional development activities for all staff, dependent on the school budget, in addition to that provided for other in-school training activities

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- opportunities for staff who wish to do so to seek accreditation for their professional development
- effective means of disseminating professional learning to those staff for whom this is appropriate
- robust quality assurance to monitor the quality of provision, ensure best value and evaluate the impact of CPD activities on standards and the quality of learning and teaching
- accurate information about spending on professional development and how this compares with similar schools

6 Monitoring and evaluation

- The CPD Co-ordinator (Assistant Vice Principal) will advise staff on updating their personalised SISRA observe PM document. It should also contain records of training undertaken. Relevant line managers will monitor this at regular intervals during the year.
- Following an external CPD activity, each member of staff should facilitate the dissemination of information to their department and/or faculty, or share across the Academy as appropriate (in the latter case, the VP will facilitate during whole Academy twilights or INSET days).

The CPD Co-ordinator will advise the governing body about the CPD Programme annually with reference to the impact on:

- Pupil and Academy attainment
- Learning and Teaching
- Pupil understanding and enthusiasm
- Staff confidence
- Reflective practice
- Recruitment, retention and career progression / promotion