CPD Policy

Co-ordinator – Deputy Headteacher

Updated – December 2017

Ratified by Governors –

Review Date –

Robertsbridge Community College
CPD policy

Rationale

Robertsbridge Community College is committed to the continuing professional development (CPD) of all staff to enable them to update and develop their skills and knowledge. The college acknowledges the expertise of colleagues and values the use of this to support the CPD of each other on a daily basis, so unlocking the potential of the staff. CPD is any activity which enhances the performance of an individual and/or the quality of teaching and learning within the College. It should develop the College and the individual, and impact directly on what goes on in the classroom or the efficient running of the College. Effective CPD links college development planning, personal development and the Appraisal process.

Purpose

This policy strives to ensure that staff take responsibility for their own professional development and seeks ways to enhance this, thus building the capacity of the whole staff. Furthermore, it outlines how the college leadership and governors also support the individual members of staff, teams and whole staff in the on-going development of our skills together. Ultimately, this policy seeks to ensure that all staff understand the CPD opportunities that the college affords them so that they are able to maximise these opportunities in order to impact on their practice and raise the standards of teaching and learning and effectiveness of the College.

Implementing the Policy

All Staff

All staff are expected to take responsibility for actively seeking opportunities to develop themselves professionally in order to improve their skills in terms of teaching and learning, or, in the case of support staff, for the improved efficiency of their duties. As part of the annual Appraisal process, all staff are expected to reflect on their current strengths and areas for development, and to identify means of improving their practice. There are many different types of CPD activity that may be appropriate:

Observing good practitioners:
- Observing other teachers teaching
- Shadowing a colleague
- Visiting and seeing another school in action
- Observing and working with a visiting expert
- Observing meetings

Extending professional experience:
- Leading and contributing to college-based training / meeting / subject meeting.
- Rotation of roles/jobs.
- Coordinating/managing a subject.
- Assuming the role of leader for a special initiative in College.

- Carrying out action research in the classroom/College.
- Contributing to a professional publication.
- Gaining experience of interviewing.
- Shadow leadership team placement
- School to school support
- Acting as an appraisal reviewer
- Being reviewed.
- Serving as a governor.
- Leading/supervising non-professionals who work in the classroom.
- Working on extra-curricular activities.
- Taking part in working parties.
- Working with other professionals such as education psychologists.
- Working with an exam board or marking exam papers.
- Networking and sharing with a group of colleagues from another school.
- Team teaching.
- Learning through professional practice with others.
- Developing pedagogy in the context of ICT.
- Coaching / mentoring
- Subject Mentor training (Schools direct/ PGCE / NQT).
- Reading information, research, articles, journals, etc.
- Gaining accreditation (e.g. NPQML, NPQSL, NPQH, MA, vocational qualification).

Working with students:
- Taking responsibility for a group of students on an off-site visit.
- Developing teaching skills across a wide age and ability range.
- Working with students on the College Council.
- Researching "student voice."
- Working with students to present an assembly, play, musical performance or other event.
- Working with students preparing a College year book.
- Collaborating with peripatetic teachers.
- Mentoring individual students.

Taking time to evaluate your own practice:
- Inviting your peers to observe you.
- Getting feedback from your own students.
- Analysing class and examination work.
- Integrating the use of student websites and online communities into teaching.
- Negotiating targets and evaluating work alongside students.
- Reviewing your marking.
- Using the 360 function on Bluesky to find out how others perceive your practice.
- Using IRIS to reflect on your own lessons

Other:
- In-house training: at department / whole-school level.
- ICT training in-house.
- International exchange or visit.
- External /county courses.

All staff are expected to keep a record of their CPD on Bluesky alongside their appraisal documentation and all observation records. All staff are supplied with an account on induction. Staff are also able to add any evidence they deem appropriate to Bluesky to show progress toward Appraisal targets, which may include the outcome of CPD undertaken.

It is the responsibility of all teaching staff and TAs to ensure that they can evidence the required number of CPD hours each year through evaluations in Bluesky agreed with their line manager and the Deputy headteacher with responsibility for CPD.

New Staff

Prior to taking up their position, new teaching staff are invited to an induction day where they are introduced to key staff and processes, are provided with the staff handbook and receive Child Protection training if their appointment falls after the first INSET day of the year, where this training normally takes place. Further, new staff will receive support via their line manager and the CPD programme. More details can be found in the induction policy.

Newly Qualified Teachers

The college attaches considerable importance to the coherent professional development of staff new to the teaching profession and experienced members of staff are designated as subject mentors. The school ensures that all statutory requirements and guidance for NQTs and those working towards QTS, laid down by the TDA, are met so that they are able to fulfil the required standards. NQTs are also encouraged to meet together as a group regularly in order to establish a natural peer support mechanism.

NQTs are expected to follow the weekly CPD programme as set out by the professional tutor. Further information about NQT provision can be found in the NQT induction policy.

Subject Leader/Line Manager

As part of the departmental planning process, subject leaders identify and plan for the training needs of members of the department, and their team as a whole, on a bi-termly basis, these are submitted to CY as set out in the Quality Assurance Cycle via the departmental CPD plan (appendix 1).   Subject leaders also conduct regular learning walks and lesson observations in their department in order to assess the areas for development (see Quality Assurance Cycle).

Subject leaders are supported by fortnightly meetings with their line managers.

Line managers and Subject Leaders are expected to take an active interest in the ongoing CPD activity of those that they line manage.

Appraiser

The Appraiser will formally meet with the people he/she line manages 6 times per year for teachers and twice a year for non-teaching staff. During these meetings the CPD needs of the individual concerned should be discussed and reviewed (see Appraisal Policy).

Deputy Headteacher with responsibility for CPD

The role of the Deputy Headteacher with responsibility for CPD is to raise the profile of, facilitate, monitor and evaluate CPD practices within the College.

In order to do this, the Deputy Headteacher will:
- Maintain Bluesky for all staff use.
- Encourage and, where appropriate, facilitate informal CPD activity across all areas of the College wherever possible
- Create, evaluate and modify the CPD plan at least annually and with intermediate reviews.
- Forward appropriate information to relevant staff about available courses.
- Centrally facilitate all formal CPD activity for all staff at the school
- Manage the CPD budget to ensure that the school's CPD activity provides value for
- money and supports the College Development Plan
- Centrally organise and collate evaluations of all formal CPD activity. This includes immediate evaluations and longer term evaluations in order to ensure that the longer term impact of the CPD activity is also considered.
- Keep an up to date knowledge of CPD developments, the centres of excellence in terms of local schools and the type/variety of external courses that are on offer in order to be able to advise staff as is appropriate/required.
- Encourage the use of the Staff Library as a means of CPD. Ensure that the Staff Library is regularly 'topped up' with new and relevant books.
- Facilitate and organise INSET days
- Be available to staff as often as possible to discuss CPD needs and possibilities.
- Devise and facilitate the 'CPD Programme' (See college calendar)
- Monitor the completion of the 'CPD hours' of all teaching staff
- Update the Headteacher and CPD link Governors of the staff CPD needs and CPD developments.

Headteacher

The Headteacher line manages the Deputy Headteacher with responsibility for CPD, and as such ensures that the needs of the staff are being met. The Headteacher also advises the Governing Body on the impact of CPD on staff effectiveness, and the areas of training that the Governing Body may benefit from.

Governors

The Governing Body receive the Headteacher's Report and CPD updates at the FGB meetings and use these to monitor CPD developments and their impact across the College.

INSET Days and CPD hours

Five training days are allocated per academic year. Three of these days will be whole-staff training days: two at the start of the academic year, and one later in the year. These training days are dedicated to the college's needs as identified by SLT. The remaining two days are designated as *time off in lieu* for personalised CPD: teaching staff will all need to individually be able to evidence ten hours of high quality and relevant CPD activity for this purpose. Personalisation of CPD encourages staff ownership of their development and has a more significant impact on performance. The amount of CPD hours that part-time staff need to complete will be calculated on a pro-rata basis.

Any courses attended during a "normal" school day do not count towards this total, nor do "Professional Duties" or specific responsibilities listed on a job description. Part-time staff CPD hours are calculated on a pro-rata basis.

The Deputy Headteacher with responsibility for CPD will monitor the CPD activity that makes up these CPD hours, they will be identified through the completion of evaluations on Bluesky. Staff who fail to complete their allocated quota of CPD hours will be directed by the Headteacher to make up this time. The Deputy Headteacher will organise this.

In order to provide in-house opportunities to complete the CPD hours, training sessions will be scheduled on identified Wednesday evenings (3:30 – 4:30pm identified on the college calendar) throughout the year. Attending a session credits as one hour; leading a session credits as two hours (to allow for preparation / planning time – it is requested that any resources created for these sessions are also shared on the J drive.). In order for these training sessions to be of maximum benefit, the programme is determined by staff and school needs, highlighted through the College Development Plan, Appraisal objectives, lesson observations/ learning walks and in response to local and national initiatives. Many of the sessions in term 1 are particularly useful for new staff, and serve the purpose of supporting the induction programme of those staff.

Procedures for applying for external training

CPD is available to all staff and requests for CPD activities that require absence from college or lessons should be made to the Deputy Headteacher with responsibility for CPD on a CPD Request pro-forma (Appendix 2). The impact of the training on performance, and in the case of teachers, on teaching and learning, must be considered as well as why it is important for the individual to attend. All requests are considered but priority is given to CPD directly relevant to the College Development Plan, individuals' Appraisal, and Examination Board courses. If a number of staff are already known to be out of College on a particular day then the request may be refused, but reconsidered for an alternative date. If a course or CPD activity is cancelled for any reason, the member of staff MUST inform the Deputy Headteacher and Cover administrator as soon as possible.
The CPD will need to be evaluated on Bluesky following attendance. This must reflect the impact it has on learners or the running of the College.

It is expected that CPD activities should not only have an impact on the individual who undertakes the CPD, but on others too. This can happen by:

- Writing a good quality, meaningful account of the activity for the CPD booklet which is published to all staff
- Discussing the CPD with others in a team meeting
- Leading a further training session for others to pass on the learning
- Providing copies of the resources gained/generated from the CPD for others and/or publishing them on the shared areas (ICT) for others.

The line manager of the member of staff completing the independent CPD is also required to comment on the CPD on Bluesky and to sign this off. This is because it is considered an essential part of line management that the line manager is aware of and actively involved in discussing the professional development of those that they line manage.

Resources

All staff have access to the Staff library in the school's CPD Library in the teaching and learning/CPD office and may borrow items for professional use. The content of the library is added to regularly. Many additional resources are available on-line and staff are encouraged to use this method of accessing information. There is an increasing emphasis upon staff taking control of their own personal CPD and linking it to the Appraisal process.

Finance

An annual budget is allocated to CPD and this is managed by the Deputy Headteacher. This budget is for all of the teaching and support staff, and the Governing Body, and also covers the costs for INSET days.

Travel claims for CPD activities are also deducted from this fund. In order to keep an accurate account of expenses, these claims are passed to the Business Manager. The Business Manager regularly updates the CPD accounts and forwards this to the Deputy Headteacher termly.

Support Staff who are not currently contracted to work on INSET days, may occasionally be required to attend these days if the training is considered to be of relevance. On such occasions these members of staff will be offered time off in lieu at a time that is mutually convenient. This should be negotiated with the line manager of the member of staff concerned, and then will be submitted to the Headteacher for authorisation via a 'Request for Leave of Absence' pro-forma.

CPD Hours Guidance

This year, all teaching staff have two days off in lieu that would otherwise have been INSET days. Each teacher, therefore, has the responsibility to show that they have earned this time off in Lieu by undergoing 10 hours of CPD throughout the year. This is in addition to any CPD that individuals may undertake within their normal contracted hours, such as going on a course during a normal school day. Part-time staff will only have to do the amount of these 10 hours that are in proportion with their teaching commitment.

The idea is that colleagues may personalise their CPD to whatever they feel they need. The Tuesday and Thursday Night CPD programme is there to help staff fill their 10 hours, but it does not need to be used, if individuals have other ways in which they would like to utilize the CPD hours.

Here are some suggestions:

- Attend a CPD session = 1 hour.
- Prepare and deliver a CPD session = 2 hours.
- Study for Masters that is related to your teaching subject or education = 3 hours
- Undertake an extended external CPD programme, such as NPQML = 3 hours
- Complete CPD during day off in lieu and producing a written report about it for the CPD library =
    - Varying hours, depending on activity
- For part time staff, use non-contracted hours for CPD and producing a written report about it for the CPD library
    - Varying hours depending on activity
- Participate in departmentally organised CPD that happens outside normal meeting times = varying hours depending on activity
- Act as a coach to someone (after training), or be coached. The number of hours this gives depends on the nature of the coaching.
- Any CPD, within reason, that can be evidenced as a) having actually happened, and b) being relevant. If in doubt, discuss with the Deputy Headteacher with responsibility for CPD.

Subject Leaders can direct 3 of the 10 hours of their department's members at their discretion. This could be by organising Departmental CPD, directing individuals to attend particular a session on the Tuesday/Thursday night programme that would be of particular benefit, or a mixture of both.

Teachers are responsible for keeping a record of their hours on Bluesky through the completion of CPD evaluations. The Assistant Headteacher with responsibility for CPD will maintain these records. **Teachers who fail to complete their hours will be directed to complete an appropriate CPD task for the outstanding number of hours at the Headteacher's discretion.**

Department CPD planned activities

Term 1 and 2

Name of Department:

What are the key priorities for the whole dept CPD which have arisen from the SEF / learning walks / lesson observations/ whole school work scrutiny/ college development plan/ data analysis? .

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Are there any individual priorities or issues raised from lesson observations specific to just one person? How will these be addressed?

Date of dept CPD – Autumn term	Planned CPD focus / activity	How will impact be measured ? How will it be monitored?

Department CPD planned activities

Term 3 and 4

Name of Department:

Evaluation of Autumn terms department CPD programme:

WWW
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How do you know it has made an impact? What does monitoring show?

Any concerns?

What are the key priorities for the whole dept CPD which have arisen from the SEF / learning walks / lesson observations/ whole school work scrutiny/ college development plan/ data analysis/whole school issues? .

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Date of dept CPD – spring term	Planned CPD focus / activity	How will impact be measured? How will it be monitored?

Department CPD planned activities

Term 5 and 6

Name of Department:

Evaluation of spring terms department CPD programme:

WWW

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How do you know it has made an impact? What does monitoring show?

Any concerns?

What are the key priorities for the whole dept CPD which have arisen from the SEF / learning walks / lesson observations/ whole school work scrutiny/ college development plan/ data analysis? .

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Date of dept CPD – summer term	Planned CPD focus / activity	How will impact be measured? How will it be monitored?

Evaluation of term 5 and 6 and overall for this year's department CPD programme:

WWW

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How do you know it has made an impact? What does monitoring show? – Please include evidence obtained to make judgements

Any concerns?

What are the key priorities for the whole department CPD which have arisen from the SEF / learning walks / lesson observations/ whole school work scrutiny/ college development plan/ data analysis? .

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Robertsbridge Community College: Absences for Staff Development

Today's date…………Staff attending CPD activity/meeting ……………… ……Department/House: ……………. ..

Source of funding (underline one): College CPD budget / MCS funds/Diploma Funds/Other (please specify) …………

Course Code: ……………………………   Date(s) of absence: ……………………….……………………..

Please confirm time scale of course: full time, part time, if part time please state hours away from college, E.G -
9.30am to 12.30pm:
………

Title of course: ……

Course provider: ……

Venue of course, meeting or activity: ………………………………………………………………………………………

FEES

Course Fee: £ …………….When is cover required (please circle) **R   1   2   3   4   5   6**

Other costs (please specify mileage or train fare) ……………………miles   or £……………..

Total Cost of CPD Activity: £……………..

Please notify Julie Hill and Sally Packer immediately should any agreed course be cancelled or fail to run.

DEVELOPMENT NEED TO BE MET
Link to College Improvement (College Development Plan or Dept action plan)   checked by CY

……….

and/or

Link to Performance Management objectives …………………………………………………………………….

Approved by Line Manager: …………Date………….   Approved by AHT (CPD): ……………   Date: ……….

COVER

Cost of supply: ………………   Supply teacher to be booked in advance…..YES / NO
      Date: ……………..   Signed: ……………   Did course run…. YES/NO if NO why………………

BURSAR

Course Fee: …………………………………………   **Yes**   **No**
Expense Recorded: …………………………..   **Yes**   **No**
Signed: ……………………………………………

THIS PORTION TO BE RETURNED TO APPLICANT:

Your name…………… Course title………………………………………… Date of course………..

**This course has been approved. Please notify Julie Hill/Sally Packer if this course/meeting is cancelled.
PLEASE NOTE THAT IF A STAFFING EMERGENCY ARISES THEN YOUR PARTICIPATION IN
THIS ACTIVITY MAY HAVE TO BE CANCELLED.
Please ensure you complete an Evaluation Form on return.**

Robertsbridge Community College

Request for leave of absence for personal reasons/observations/non-CPD related

Please complete **BOTH** sections (where marked *) and pass to
Sally Packer

Section One (to be retained by SPA)

* Name: _____

* Date: _____ / _____ / _____

* Time (please circle):   **R   1   2   3   4   5   6**

* Reason (please give details):-

* Signed _____

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Section Two (to be returned to the Teacher)

* Name: _____

* Date: _____ / _____ / _____

* Time (please circle):   **R   1   2   3   4   5   6**

The above absence has been approved: **YES   /   NO**

Sorry, we are **unable to approve this absence** because:-

Signed: _____ or Signed: _____ (for professional absence)
Headteacher   CPD Coordinator

Please ensure that your line manager is made aware of this absence if approval is given.