The Rydal Academy
Continued Professional Development Policy

Accepted by: Local Governing Body May 2013
Approving Body : Local Governing Body
Committee : Local Governing Body
Review Cycle: 3 years
Last reviewed: October 2019
Date for next review: October 2022

Introduction

At The Rydal Academy we believe that all staff have an entitlement to access high-quality induction and continuing professional development. This is because we agree that coherent and progressive opportunities to develop professionally and personally both improve standards and raise morale through personal and professional fulfilment.

The emphasis of our CPD will be to improve the standards and quality of teaching and learning. CPD planning will be inextricably linked and integrated with the school's improvement plan and will be based on a range of information:

• the needs of the school as identified through its self-evaluation;
• issues identified through other monitoring, e.g. OFSTED;
• national and local priorities;
• Performance Management;
• feedback from staff and others including governors, pupils and parents.

In order for CPD to be effective there will be measures in place to audit both personal and professional needs. There will be links between the school's self-evaluation and the performance management procedures.

The school's CPD opportunities will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.

Provision of CPD

At The Rydal Academy CPD provision will allow staff to develop skills and competencies progressively, with reference to Teachers' Standards and competency descriptions for Teaching Assistants, HLTAs, Admin and Premises Staff.

We are committed to disseminating successful practice that supports and improves teaching and learning. We will, therefore, participate in initiatives and projects which can be shown to have a positive impact on staff development and standards for pupils, which represent good value for money and can be accommodated within the constraints of the school.

Leadership and Management of CPD

The Headteacher and the Senior Leadership Team shall be responsible for identifying the school's CPD needs and those of the staff working within it. They will discuss the main CPD priorities with reference to the budgetary implications of addressing these needs.

CPD issues will be discussed, where necessary, at governing body meetings and be included as part of the Headteacher's report.

Subject Leaders will manage CPD within their subject area, and line managers within their departments.

Planning for Effective CPD

CPD will be planned to balance use of resources with the aspirations and interests within the staff. CPD opportunities should meet the following criteria:

• 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;
• respect cultural diversity;
• 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, particularly ICT;
• are provided in accommodation which is fit for purpose with appropriate equipment;
• provide value for money;
• have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

Arrangements for CPD
There will be robust, transparent arrangements for accessing CPD that are known to all staff.

Through Performance Management procedures there will be arrangements for annual discussions between staff and a Senior Member of Staff to discuss the following within the context of school priorities:

• needs and aspirations;
• methods of accessing CPD provision including appropriate funding;
• accreditation opportunities;
• ways of disseminating the training.

CPD Guidance for Staff

- **Plan ahead**

Any CPD activity should lead you to reflect on and improve or develop current practice. Making a plan for what you want to get out of the activity, both for yourself and for the wider setting, is an essential part of the process.

- **Involve colleagues**

Involving your wider team is also an important factor in ensuring the impact of CPD activities, as you may find it hard to implement new strategies or approaches on your own. Talk to year group colleagues, subject leaders and line managers, and make time to discuss what you are learning.
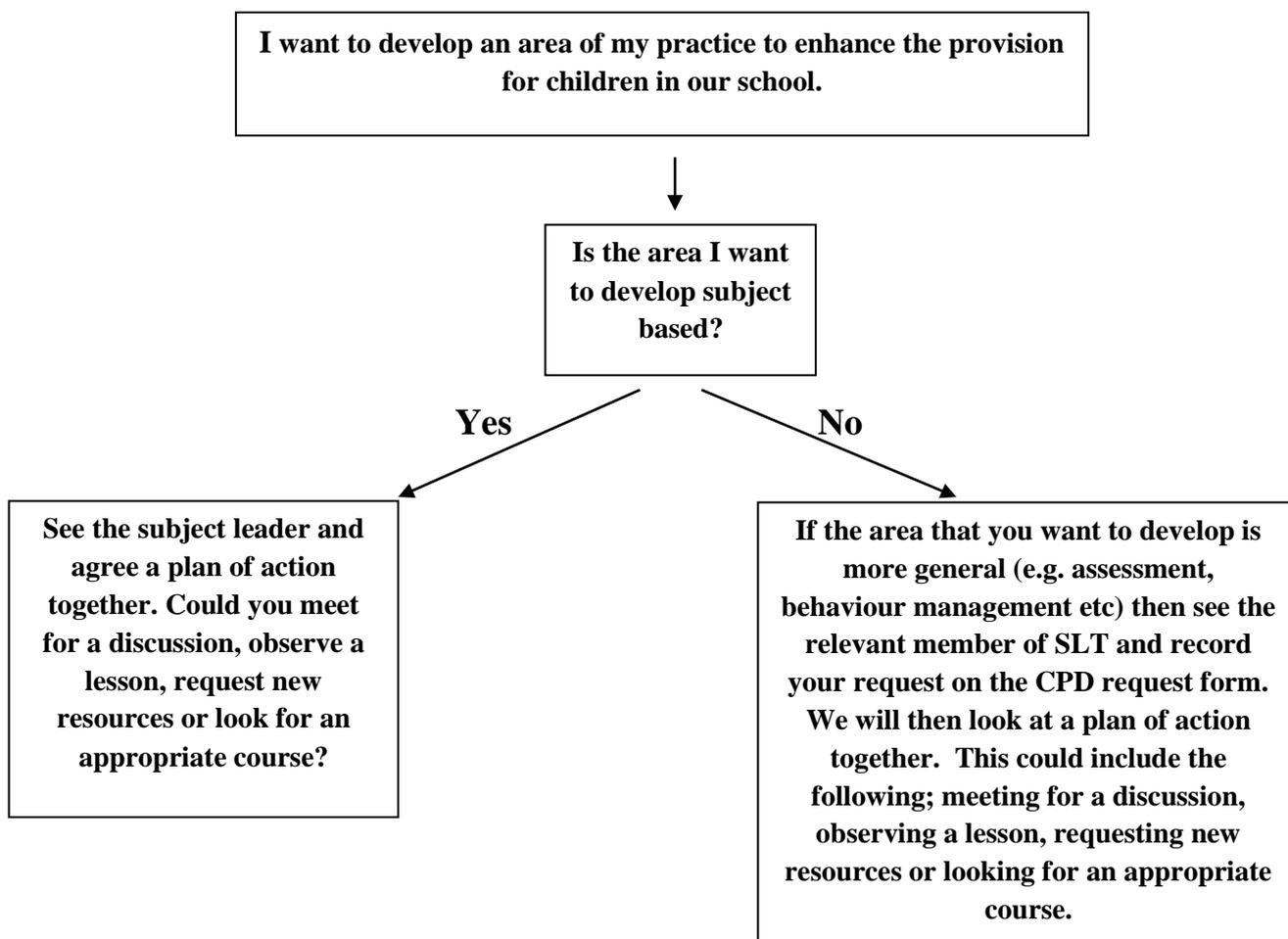
- **Take action**

Clear planning of follow-up actions can ensure that the more challenging changes are made as well as the easy ones. By evaluating your own needs and development, and involving others, you will get the most out of your CPD activities and ensure that training becomes part of your ongoing career development and not just isolated episodes of interesting reflection

Responsibility for CPD

The Senior Leadership Team has a responsibility to make relevant CPD available to staff where appropriate. Their focus will be on finding and sharing opportunities for CPD based on whole school priorities as well as identifying courses that may enhance the practice of individuals or groups.

As well as this, each member of staff holds responsibility for their own CPD and should actively seek out opportunities for development.

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┌────────────────────────────────────────────────────────┐
│  I want to develop an area of my practice to enhance     │
│  the provision for children in our school.               │
└────────────────────────────────────────────────────────┘
                            │
                            ▼
                  ┌──────────────────┐
                  │ Is the area I want│
                  │ to develop subject│
                  │      based?       │
                  └──────────────────┘
           Yes                        No
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| See the subject leader and agree a plan of action together. Could you meet for a discussion, observe a lesson, request new resources or look for an appropriate course? | If the area that you want to develop is more general (e.g. assessment, behaviour management etc) then see the relevant member of SLT and record your request on the CPD request form. We will then look at a plan of action together. This could include the following; meeting for a discussion, observing a lesson, requesting new resources or looking for an appropriate course. |

The Range of CPD Activities

In order to meet the needs of staff and to maximise the impact on teaching and learning within the school a range of approaches to CPD will be used. CPD approaches will include:

• attendance at a course or conference;
• in-school training using the expertise available within the school, e.g. mentoring, use of video technology, team teaching, INSET training (Days or twilight), Phase meetings, ;
• school-based work through accessing an external consultant/adviser or relevant expert such as a Specialist Lead in Education (SLE);
• school visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school;
• secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
• opportunities to participate in award bearing work from higher education or other providers;
• distance learning, e.g. relevant resources, training videos, reflection, simulation;
• 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;
• job enrichment/enlargement, e.g. a higher level of responsibility, job sharing, acting roles, job rotation, shadowing;
• producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
• coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity, mentoring of ITT students / NQT's or ECT's;
• 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 groups, involvement in networks or partnerships;
• creating an improved learning environment within the school;
• 'In-Trust' CPD;
• 'Whole Trust' CPD.

Assessing the impact of CPD

An annual review of CPD undertaken will take into account the benefits to:

• pupil and school attainment;
• improved teaching and learning;
• increased pupil understanding and enthusiasm;
• increased staff confidence;
• increased evidence of reflective practice;
• recruitment, retention and career progression.

Policy review

This policy will be reviewed by the Local Governing Body every three years or as required.