



Section	1	Employment
Title	1.6	CPD
Document	1.6	Continuous Professional Development Policy

Introduction

The emphasis of all continuing professional development (CPD) activities is on raising student achievement and standards and improving the quality of teaching and learning. It is the intention to improve the practice of both staff teams and individuals by developing the academies as learning communities in which a supportive and collaborative culture extends the capacity for continuous self-improvement. David Ross Education Trust (DRET) recognises that the most effective CPD is that where colleagues can learn from one another through lesson observation, feedback and coaching.

Key features

- Academy staff will be provided with equality of access to high-quality induction and continuing professional development
- CPD provision will seek to build on existing staff skills and encourage the increasing use of analysis, reflection and self-evaluation
- The dissemination of good and successful practice will be a key part of an academy's CPD implementation strategy
- Academies will support accreditation of the professional development of staff, where appropriate and in the light of available resources
- Quality assurance monitoring mechanisms will ensure that academies access provision of a consistently high quality
- Each academy will seek to participate in local, DRET-wide and national initiatives which will have a positive impact on staff development, represent good value for money and be relevant to the current priorities of the academy improvement plans

Outcomes

- To raise the levels of student achievement in our academies
- To improve the quality of leadership and management in our academies
- To improve the quality of learning and impact of teaching within our academies
- To be supportive of teachers' professional and career aspirations
- To develop an effective programme of CPD opportunities for all staff
- To build on existing good practice within the academies
- To maximise the potential of performance management for teaching staff and professional review processes for non-teaching staff

CPD Opportunities

CPD opportunities offered to staff will meet the criteria set out in the DfE Code of Practice. They will:

- meet national, DRET, academy, and where possible, individual development priorities
- be based on good practice
- help raise standards of student achievement
- respect cultural diversity and equality of opportunity
- be provided only by those with the necessary experience, expertise and skills
- be planned systematically and follow an agreed programme, except when dealing with emerging issues
- be based, where appropriate, on current research and inspection evidence
- make effective use of resources, particularly ICT
- be 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 upon participants' feedback, to inform the quality of future provision

Strategies

The academies will support a wide range of CPD approaches identified according to best value principles. These include:

- CPD needs identified within individual academies and delivered on training days
- Attendance at a course or conference
- In-academy training using in-house (in-academy or in-DRET) expertise
- In-academy training using an external (or DRET) consultant, advisor, teacher advisor or facilitator
- In-academy training using external expertise for demonstration lessons or master classes (e.g. Advanced Skills Teachers)
- Practical experiences such as national test or marking experience, contributing to a training programme
- Producing documentation or resources for the use of other staff, for example teaching materials, ICT packages or training videos
- Coaching, mentoring or acting as a critical friend
- Facilitating training by acting as the leader between presentations

Undertaking a CPD analysis

Each academy will undertake an annual CPD needs analysis. The governing body will ensure that an adequate annual CPD budget is in place to meet the CPD needs of the academy.

CPD information will come from four main sources: -

a. Strategic Planning priorities

Each academy improvement plan will identify academy priorities and major initiatives annually. CPD requirements to support the academy improvement plan priorities and initiatives will receive the highest level of support from the governing body.

b. Role-related professional development

Role related professional development needs fall into three categories:

- Induction needs - the academies recognise the induction needs for all new members of staff and all existing members of staff taking on a new role within an academy. On appointment, all new members of staff will be introduced to their line manager and have their induction entitlements fully explained.
- One-off role based professional development needs - these CPD activities will be identified as being valuable in developing skills, understanding or expertise in the member of staff's current role. These one-offs may not be known well in advance and so financial resources will be kept in reserve each year to support such opportunities. Support for each request will depend on the appropriateness of the request and the availability of resources.
- Shadowing and internal apprentices

c. Performance Management requests

The Performance Management review process invites all staff to identify CPD needs for the coming year. These will normally be related to the academy Improvement plan priorities and initiatives, but there may be other individual requests. All these requests will be collected, collated and recorded by the academy CPD coordinator. The academies may not find it possible to support individual requests that are not directly related to the improvement plan or other major initiatives.

d. Other professional development needs

Staff may wish to be involved in CPD activities not related to their current role. These may include working for additional degrees, qualifications or diplomas or attending courses in preparation for a future role. The governing body will decide annually how far, if at all, staff can be supported with this type of professional development.



Impact of CPD

The impact of all CPD opportunities will be measured by:

- Student and academy attainment
- Improved teaching and learning
- Improved leadership and management
- Improvement in classroom practice
- Increased student enthusiasm
- Increased staff confidence
- Increased evidence of reflective and analytical practice
- Effects on recruitment and retention
- Evidence of career progression and staff gaining promotion

Recording development

Each academy will record all training and development activities undertaken by staff. This will be analysed by the CPD coordinator to ensure value for money vs impact and outcomes.

The documents produced will be used to monitor and support those seeking qualified teacher status (QTS) and those seeking externally assessed qualifications.

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