

Christ Church School, Hampstead

Continuing Professional Development policy

The Governing Body of Christ Church Primary School, Hampstead adopted this policy for Continuing Professional Development (CPD) in February 2016. The policy was reviewed with input from SLT and Governors in February 2019.

Introduction

This policy was written with contributions from all teachers and governors on the Governors staffing committee. The staffing committee of the Governing Body will be responsible for monitoring and evaluating the CPD policy.

Statement of intent

The Governing Body of Christ Church Primary School intends, through its CPD Policy, to promote the stated aims in its vision statement:



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

We believe that an important element of our work is ensuring that **adults** within our school experience and aspire to *life in all its fullness*. One of the ways we strive to do this is through planning, implementing and monitoring an effective programme of professional development for all staff members, while, at the same time, considering staff work life balance and well-being issues.

Principles, values and entitlements

1. The school believes in the Department of Education's philosophy that "effective teachers should take ownership and give a high priority to professional development". It believes that a coherent and progressive opportunity to develop professionally and personally both improves the standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
2. All staff, teaching, 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 the school's appraisal systems to discuss their professional development needs.
3. The central emphasis will be on improving standards and quality of teaching and learning. 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.
4. CPD planning will be inextricably linked and integrated with the school's improvement plan and based on a range of information:
 - the needs of the school as identified through its self evaluation and internal monitoring;
 - issues identified through other external monitoring e.g Ofsted;
 - national and local priorities;
 - appraisal;
 - feedback from staff and others including governors, parents and pupils.
5. The school will have effective measures in place to audit the professional and personal needs of staff and link this to the school's self-evaluation and appraisal systems. The school's CPD policy will address the needs created by local and national priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.
6. The school will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.
7. The school's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks and descriptions. The school will support accreditation of the professional development of staff.
8. Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.
9. The school will disseminate good and successful CPD practice that supports and improves teaching and learning.
10. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school timetable and the school budget.
11. The school has a dedicated budget to support the investment in quality CPD. This includes money being set aside to cover the:
 - cost of agencies providing CPD opportunities and INSET for staff in school;
 - funding to send staff as participants on CPD provided by outside agencies;
 - cost of releasing staff to participate in CPD activities.
12. The school has embarked on a Joint Practice Development programme which enables staff to work collaboratively; planning, preparing and teaching a series of lessons and closely observing children's learning. This process creates a culture of profession-led accountability, where everyone, at every

level, develops a sense of what needs to be done and welcoming opportunities to gain reflective feedback in the pursuit of continuously developing better practice.

Equality of opportunity and access to CPD

The CPD Leader shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:

- Newly Qualified Teachers
- Other staff new to the school or role
- All teaching staff
- Teachers specialising in teaching particular groups of pupils
- Middle leaders/Subject Leaders
- Senior leaders in their early years
- More experienced senior leaders
- Governors
- Senior support staff including Bursars, administrative staff and Premises Managers
- Teaching assistants and SEN teaching assistants
- Secretarial and administrative staff
- Parents and carers
- Regular supply staff and those seeking to return to the profession

Leadership and management of CPD

1. The school has a named member of staff who is the CPD leader. The CPD leader will receive training as appropriate in order to fulfil this role effectively and attend useful provider sessions.
2. The CPD leader, together with the Senior Leadership Team, shall be responsible for identifying the school's CPD needs and those of the staff working within it.
3. CPD issues are addressed at the Governors' staffing committee meetings and relevant issues are included as part of the Head teacher's report to governors and in separate reports to Governors Staffing Committee.
4. The CPD leader will be responsible annually for discussing with the head teacher and Governing Body an overview of the main CPD priorities and provision and the impact of CPD.
5. There should be robust, transparent arrangements for accessing CPD that are known to all staff.
6. There will be arrangements for annual discussions between staff, the head teacher and the CPD leader to discuss the following within the context of school priorities:
 - needs and aspirations;
 - methods for accessing CPD provision;
 - accreditation opportunities;
 - ways of disseminating the training.

Where appropriate, this will be combined with the school's appraisal process.

Planning for effective CPD

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within the staff. The following criteria will be used to inform the decision-making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- a) meet identified individual school or national development priorities;
- b) are based on good practice – in development activity and in teaching and learning;
- c) help raise standards of pupils' achievements;
- d) respect cultural diversity;
- e) are provided by those with the necessary experience, expertise and skills;
- f) are planned systematically and follow the agreed programme except when dealing with emerging issues;
- g) make effective use of resources
- h) are provided in accommodation which is fit for purpose with appropriate equipment;
- i) provide value for money;
- j) have effective monitoring and evaluation systems including seeking and acting on user feedback to inform the quality of provision.

Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. The CPD approaches will include:

- attendance at a course or conference;
- in-school training using the expertise available within the school e.g, team-teaching, peer observations, subject leaders leading staff meetings, sharing existing expertise. This in-school training also includes Joint Practice Development (JPD) which is an approach to professional development that puts collaboration at its core. It focuses on teachers working together in a trusting, democratic environment to improve their own practice and have an impact on pupil progress.
- school-based work through accessing an external consultant/adviser or relevant expert such as a local authority adviser, lead teacher, model or demonstration lessons;
- school visit to observe or participate in good and successful practice e.g. visit to a school or subject area with similar circumstances;
- opportunities to participate in award-bearing work from higher education or other providers;
- creating an improved learning environment within the school

Inclusion and equal opportunities

All members of staff regardless of race, gender, age, ethnic or social backgrounds, religion or special needs will be given equal access to continuing professional development.

Christ Church's Equality Scheme and plans include the commitment to ensuring equal access to teaching and learning for all those who are part of the school community regardless of age, ethnicity, attainment, background, gender or any disability.

Recording and disseminating CPD

Following professional development, the participant is required to complete an evaluation form (see appendix 1 attached). The participant will then discuss with the CPD leader the process by which to most effectively disseminate to other staff e.g. staff training, teaching assistant training.

The CPD leader will be responsible for ensuring whether any follow up is needed to the training.

The Participant may be required to share their new knowledge, skills or key point from their training with other members of staff. This may be as part of a staff meeting, staff training or key stage meeting.

The CPD leader will update records regularly and accurately of the training undertaken by colleagues and the impact that this has had. This information will be made accessible and available to the school community.

Assessing the impact of CPD

Annually, the CPD leader shall draw up an overview of CPD for the Governing Body with an evaluation of the impact and benefits of the CPD undertaken, in relation 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.

Review

This policy will be reviewed at least every three years, by the CPD leader, the head teacher and the Governors staffing committee to ensure it is a reflection of current best practice.

CPD leader
February 2019



Christ Church School Course Evaluation Form



After your CPD Course

- Please complete form
- Please give CPD leader a copy and keep a copy for your Professional Development Records

Thank you

Your Name:		Length of Course:	Twilight/ ½ day/ Full day/ 2 days
Course Title:		Course Date:	
Curriculum Area:			

Did the course meet your expectations? (Please circle appropriately)

Please briefly explain your response

Yes	Partially	No
Why:		

Identify the useful content in this course (bullet points/ comments)

Impact back at school:

Action Points: