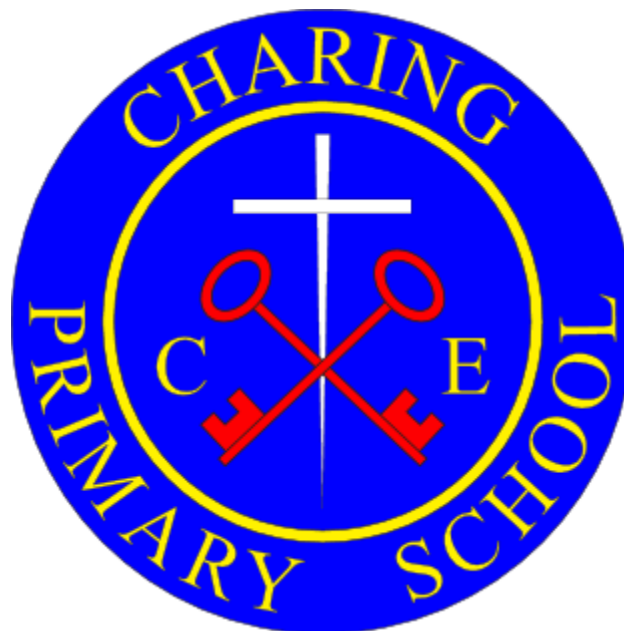


*...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary, they
will walk and not be faint.' Isaiah 40:31*

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School

CPD Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2019	EHT/HoS
Date of new review	September 2020	EHT/HoS

***Our Vision** -As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.*

Love Friendship Kindness Truth Hope

Our 5 Key Christian Values are:

Love Friendship Kindness Truth Hope

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Charing and should be closely linked to our other policies.

Principles , Values and Entitlements:

The school believes in the philosophy that “effective staff 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 standards and raises morale through personal and professional fulfilment and assists recruitment and retention.

All staff and governors shall have an entitlement to equality of access to high-ability induction and continuing professional development. All members of the school community will have opportunities through appraisal, to discuss their professional development needs.

The central emphasis will be on improving standards and the 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.

CPD planning will be inextricably linked and integrated with the school’s development plan and be based on a range of information:

- The needs of the school as identified through its self-evaluation;
- Issues identified through other monitoring, eg OFSTED quality standards
- National and local priorities eg national strategies, local community priorities
- Appraisal;
- Feedback from staff and others including Governors, pupils and parents.

The school will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.

- accreditation opportunities;
- ways of disseminating the training
- Where appropriate, this will be combined with the Appraisal process.

Planning for Effective CPD

The following criteria will be used to inform the decision making process. CPD opportunities will be rated more highly when they:

- a) meet 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) are based, where appropriate, on relevant standards;
- h) are based on current research and inspection evidence;
- i) make effective use of resources, particularly ICT;
- j) are provided in accommodation which is fit for purpose with appropriate equipment;
- k) provide value for money;

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. These CPD approaches will include:

- Attendance at a course or conference;
- In-school training using the expertise available within the school, eg. team teaching, skills in classroom observation, sharing existing expertise;

- School based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master class, model and demonstration lessons;
- School visit to observe or participate in good and successful practice,. eg visit to a school or subject area with similar circumstances.
- Secondments, eg with a regional or national organisation, an exchange or placement, eg 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 such as NCSL;
- Research opportunities eg. a best practice research scholarship;
- Distance learning eg. relevant resources, training videos, reflection, simulation;
- Practical experience eg. National tests 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 eg., a higher level of responsibility; front lining working in someone else's job, 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;
- Partnerships, eg with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network Learning Community;
- Creating an improved learning environment within the school.

The process of CPD

CPD is planned as an annual cycle in the following way –

- SIP, SEF, Appraisal informs needs list for the year ahead.
- Staff to arrange any individual CPD needed and to complete the first part of the CPD form. This is essential to be able to commit the cost and impact to the school systems.
- Whole school CPD needs met through staff meetings and professional development days.
- New National Initiatives will be built into the plan.
- CPD to be evaluated by staff. Staff will also need to decide how to disseminate to others.

Recording and disseminating

Appraisers will provide guidance to staff on producing and updating an appropriate professional development portfolio if they are unable to do so.

The SLT will be responsible for ensuring whether any follow up is needed to the training e.g. feedback to the provider and be responsible for any such actions.

The school administrator will arrange for the updating of records of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement.

Assessing the impact of CPD

Annually the school administrator and headteacher shall conclude their report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- Pupil and school attainment
- Improved teaching and learning

- Increased pupil positive learning behaviour
- Increased staff confidence
- Increased evidence or reflective practice
- Recruitment retention and career progression/promotable staff

The school's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the Teachers Standards Framework, Leadership Development Framework and competency descriptions for Teaching Assistants, etc.,

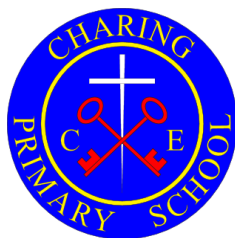
The school will participate in initiatives and projects which can be shown to have a positive impact on:

- staff development, represent good value for money and can be accommodated within the constraints of the school.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



CPD REQUEST AND EVALUATION FORM

REQUEST - TO BE COMPLETED PRE COURSE

Please complete this form before booking any courses. The EHT/HoS will consider your request before passing it to the Admin for her to action.

Name	
Course	
Date of Course	
Time of course	
Why is this training important?	Appraisal / Outcomes of monitoring / Other
Venue of course	
Cost	
Is Cover needed (Supply)	YES/NO
Suggested cover	

PLEASE NOTE:

If you do not complete the course (for whatever reason) or your employment with the Trust ceases during the period of the course, you will refund the full amount to the Trust.

If your employment with the Trust terminates after the completion of the course, then the whole or part of the amount paid in respect of training fees shall become due immediately and repayable to the Trust by way of deduction from your pay, or otherwise, in accordance with the following schedule:

Termination of Employment	Portion of Course	Fees Repayable
Up to 6 months after completion of course		100%
Between 6 months and 9 months after completion of course	75%	
Between 9 months and 12 months after completion of course	50%	
Over 12 months after completion of course		Nil

Authorised:

Input onto SIMS	
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School Diary	
Copy in Training file	

For office use only:

Electronic diary	
Copy into Personnel Records	
Original into Training file in office	
Evaluation form received	
Feedback to other staff	

CPD EVALUATION - TO BE COMPLETED POST COURSE

Course

Name of Attendee

Date attended

Please score 1 to 5 with 1 being outstanding and 4 being unsatisfactory

The CPD had an immediate impact on my role within the school

1 2 3 4 5

The CPD provided me with good ideas, useful knowledge or skill development

1 2 3 4 5

The CPD can be implemented within my school

1 2 3 4 5

The CPD contents has subsequently been shared with at least one colleague

1 2 3 4 5

The CPD will have a direct impact in raising standards and moving the school forward

1 2 3 4 5

The CPD was essential in making sure the School meets its statutory obligations

1 2 3 4 5

ADDITIONAL COMMENTS