Continued Professional Development Policy

Polisi Datblygiad Proffesiynol Parhaol

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1. PRINCIPLES UNDERPINNING CPD

Continuing Professional Development (CPD) is the process of developing professional skills and knowledge of staff in order to improve 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.

Pontarddulais Comprehensive School is a 'learning community' where all are involved in a continuous process of improvement and enrichment. Pontarddulais Comprehensive School is committed to fostering a positive climate for continuous learning amongst its community. CPD is the means by which the School is able to motivate and develop its community. It does so at a variety of levels – individual, team, whole School and through wider networks with an emphasis on collaborative learning.

Pontarddulais Comprehensive School believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfillment.

All staff have an entitlement to equality of access to high-quality induction and continuing professional development. All members of staff have opportunities through performance management appraisal and through other mechanisms to discuss their professional development needs. Governors are encouraged to participate in opportunities arise within School, as well as those provided by the Governor Unit.

Pontarddulais Comprehensive School achieves appropriate Standards through organisations that support effective CPD, e.g. Local Authority, Welsh Government.

The central features of this CPD policy comprises of the following:

- Identification of need;
- Planning of CPD to effectively meet the needs of the School;
- Supporting a wide range of CPD opportunities;
- Assessing the impact of CPD Provision;
- Effective dissemination of good and successful practice to ensure that such practice is embedded in teaching and learning.

2.   IDENTIFYING CPD NEEDS

The named CPD coordinator at Pontarddulais Comprehensive School is the Deputy Headteacher responsible for Personnel who fulfills a leadership and management responsibility.

The CPD Coordinator is responsible for identifying the School's CPD needs and those of the staff within the School. These needs are identified through:

- performance management;
- self-evaluation;
- the School Development Plan;
- national and local priorities;
- internal and external monitoring and feedback;
- informal and formal discussions with individuals and teams;
- issues identified through other monitoring, e.g. ESTYN, Investors in People; feedback from staff and others including governors, pupils and parents.

The outcomes of this needs analysis will be a CPD plan which is integral to the self-evaluation report and the School Development Plan (SDP).

Requests for accessing CPD should be addressed to the CPD Coordinator who will decide on the most effective means of ensuring the identified needs are met. The CPD Coordinator provides and updates details of the range of CPD opportunities available and is responsible for communicating relevant opportunities to appropriate staff. The information is to be made accessible and available to all staff within the School and Governors. The CPD Coordinator is responsible for ensuring the efficient organising of opportunities.

The CPD Coordinator is responsible for discussing the main CPD priorities and the likely budgetary implications of addressing these needs annually with the Headteacher and Governing Body.

CPD issues are addressed at Governing Body meetings. The CPD Coordinator attends appropriate Governing Body meetings and reports on the provision and impact of CPD.

The CPD Coordinator is responsible for ensuring that appropriate opportunities are provided for the following groups within the School:

- All teaching staff including NQTs and those above threshold;
- Teachers specialising in teaching particular groups of pupils;
- Other staff new to the School and those with new roles;
- All associate staff;
- Teaching assistants.

The School will support accreditation of the professional development of staff where possible.

3.   PLANNING FOR EFFECTIVE CPD

The School arrangements for CPD need to balance the use of resources with the aspirations and interests of staff. The following criteria are be used to inform the decision making process to achieve a balance:

- individual, School or national development priorities;
- best practice – in development activity and in teaching and learning;
- standards of pupils' achievements;
- cultural diversity.

The quality of the provision of CPD will be ensured using the following criteria:

- providers have the necessary experience, expertise and skills;
- CPD is planned systematically and follows the agreed programme except when dealing with emerging issues;
- opportunities are based, where appropriate, on relevant standards;
- resources are used effectively, particularly ICT;
- accommodation is used that is fit for purpose with appropriate equipment;
- cost;
- effective monitoring and evaluation processes are in place;
- ensuring there is equality of access and involvement (advising appropriate bodies if this is an issue).

4.   SUPPORTING A RANGE OF CPD ACTIVITIES

The School supports a wide range of CPD approaches in order to optimise the impact on teaching and learning within the School.

These CPD approaches 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;
- assessed school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons;
- external and internal visits to observe or participate in sharing best practice, eg. visit to a school or subject area with similar circumstances;
- research opportunities, e.g. a best practice research project;
- distance learning;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks;
- higher level of responsibility or role change e.g. shadowing, acting up;
- producing documentation or resources such as a personal development plan;
- coaching and mentoring;
- School based cross curricular partnerships;
- local and All Wales consortia partnerships;
- secondments e.g. Estyn, Welsh Government.

5.   RECORDING AND DISSEMINATING

The CPD Coordinator ensures the provision of guidance to staff on producing and updating appropriate professional development portfolios.

The CPD Coordinator is responsible for ensuring any required follow up to the training is provided, e.g. feedback to the provider.

The CPD Coordinator tracks and updates records of the training or professional development undertaken by colleagues.

Staff are expected to disseminate the information/practice gained from the CPD activity to the appropriate staff, in area meetings or in events organised for this purpose. The CPD Coordinator will monitor that this happens.

6. ASSESSING THE IMPACT OF CPD

Termly the CPD co-coordinator shall conclude his/her report to the Governing Body with an assessment on the benefits of CPD undertaken especially as it relates to:

- Pupil and School attainment;
- Improved teaching and learning;
- Increased pupil understanding and enthusiasm;
- Increased staff confidence/job satisfaction;
- Increased evidence of reflective practice.