

**Wibsey Primary School**

**Continuing Professional Development Policy**

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| Agreed by Governors  Date: | Full Governors |  |
| Finance and General Purposes | x |
| Teaching and Learning |  |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved |  |  |
| Review | January 2025 |  |

**Rationale**

Wibsey Primary School is a community of learners; we want our children, staff and Governors to love learning and regard it as a valuable, enjoyable lifelong activity. It is important that the school is seen as a learning organisation for the adults within it, as well as for the pupils.

At Wibsey Primary School we value all our staff and governors and actively encourage their learning through their continuing professional development. We recognise that Continuing Professional Development (CPD) promotes high morale, motivation, self-esteem and collegiality in the workforce.

**Definition**

Continuing Professional Development (CPD) consists of reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills in order to deliver the school aims. It supports the individual’s needs and improves professional practice.

School supports a wide portfolio of CPD approaches in an effort to match interests, career development and preferred learning styles of staff and to maximise the impact on improving teaching and learning within the school. There are many opportunities for CPD in school which include:

* Discussing professional development issues in staff and team meetings;
* Instructional coaching and mentoring;
* Peer working;
* E-working and e-learning;
* Involvement in networks, development groups (within and across school) or projects (local, regional or national) which provide opportunities for professional development, including subject associations;
* Attending conferences, courses and professional development events both internal and external to the school;
* Professional dialogue;
* Discussions with colleagues to reflect on classroom practice;
* Research and investigation;
* Visits to other schools;
* Whole school membership of the National College with all staff having their own log in;
* Skills based training.

**Principles**

All staff members and Governors have an entitlement to high-quality induction and continuing professional development.

Whilst the main focus for CPD planning and provision is improving standards and the quality of teaching and learning, there is a commitment to staff development that balances school priorities and the individual professional development needs identified by individual staff members. The ultimate aim is the improvement in the practice of individuals and teams in order to raise standards in teaching and learning.

CPD is important because it helps staff and Governors to carry out their work more effectively. This benefits:

* The school because it secures high standards of teaching and learning, and enhances the general functioning of the school;
* The member of staff: their job satisfaction and career opportunities will be increased.

All decisions about the provision of CPD will take into account:

* The needs of the school;
* The professional needs, interests and aspirations of the member of staff and governors;
* The school’s resources for the professional development of its staff and governors;
* Whenever possible, CPD will include the whole school as this ensures greater impact and value for money.

**Effective CPD**

CPD at Wibsey Primary School has the following characteristics which are effective in improving practice and raising standards of pupil achievement:

* It is planned on the basis of a clear vision of the effective or improved practice being sought, shared by those undertaking the development and those leading or supporting it;
* It is based on the best available evidence about teaching and learning;
* It takes account of previous knowledge and experience;
* It enables the participants to develop skills, knowledge and understanding that will be practical, relevant and applicable to their experience (eg, in subject content, in teaching strategies, or in uses of technology);
* Participants have the opportunity to apply what they have learned, and evaluate the effect on practice;
* It promotes continuous enquiry and problem solving;
* It is supported by instructional coaching or mentoring from experienced colleagues; either from within or outside the school;
* It’s impact on teaching and learning is evaluated; and this evaluation guides subsequent professional development activities. All staff can benefit from reflecting on how they undertake their work and extending their skills, knowledge and understanding.

**Leadership and Management of CPD**

CPD across school is led by a member of the Senior Leadership Team.

The CPD lead works with the Head teacher to identify the school’s CPD needs. CPD planning will be informed by a range of sources:

* The needs of the school as identified through its self-evaluation (SEF) and outlines in the School Development Plan;
* Outcomes from the staff appraisal planning meetings (discussed in more detail below) issues identified through other monitoring, e.g. OFSTED, external audit, School Link advisor visits, Healthy Schools; national and local priorities;
* Feedback from staff and others including the Governing Body, pupils and parents/carers through consultations, surveys etc.

The Head Teacher reports regularly to the Governing Body on the ongoing professional development of staff with Governors reporting their own training at the Governing Body.

The Governing Body will ensure that appropriate resources are made available in the school budget for staff development. The CPD budget is targeted at the priorities identified by the school and school will ensure that the CPD budget is used to best value. If there are competing demands on the school budget for professional development, then the school’s priorities will have precedence. Priority is also given to staff with statutory qualifications that need to be regularly updated e.g. First Aid certification

Individual staff CPD needs are primarily identified through the appraisal process and ECT programme.

**Early Career Teachers**

The training needs of ECT’s are recognised as a priority. All Early Career teachers follow the Early Career Framework with instructional coaching and mentoring being the principle approach to their continuing professional development.

**Appraisal**

Individual staff development need will be identified by the reviewer and reviewee at the appraisal meeting.

Although appraisal procedures are statutory only for teaching staff, the school addresses the CPD needs of support staff by ensuring an appraisal procedure for all members of staff.

**Governor Development**

Governors need to have appropriate induction and training in order to carry out their duties effectively. New appointees receive an induction programme which includes a tour of the school and a link with an established governor. They should also attend the LA’s training for new governors, ideally within a term of their appointment. Governors are encouraged to develop their own knowledge and skills through provided courses which the school buys into, and to make known any training needs they may have so these can be addressed as appropriate in order to ensure effectiveness in the role. Whole governing body training will be arranged periodically as needs arise or particular issues are identified.

**The Senior Leadership Team**

Continuing professional development for Senior team includes:  
a) opportunities to plan, develop, monitor and evaluate school improvement initiatives;  
b) discussion and resolving of issues relating to the school curriculum, ethos, personnel and community;  
c) responding to local and national initiatives at a school level;  
d) encouragement to participate in opportunities for career progression e.g. NPQSL, NPQH

e) opportunity for succession planning e.g. shadowing, ‘acting up’ and mentoring/being mentored.

**Impact Evaluation**

Wibsey Primary School evaluates the impact that CPD has on teaching and learning and raising standards through monitoring (including observations, work scrutiny, pupil voice), data analysis and appraisal.

Evaluation needs to consider the impact on the participant, the functioning of the school, and crucially, the effect on teaching and learning. It may include quantitative and qualitative data, and may take place over a period of time.

A record of CPD will be kept by the office staff for all members of staff and Governors.

**Equal Opportunities**

Access to development opportunities must be available to all school staff regardless of race, age, gender, disability. Provision must conform to the requirements set out in the school’s Equal Opportunity Policy.

**Other relevant policies:**

* WPS Governor Induction Policy
* ECT Induction Policy
* WPS Appraisal Policy
* WPS Equality Policy