

Ormesby Village Infant and Junior Schools

Continuing Professional Development (CPD) Policy

1 Introduction

- 1.1** Our schools value all the people who work within it. Our aims statement talks of enabling our children to reach for the highest level of personal achievement. If we are to achieve this aim, then all staff within our schools have a crucial part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

- 2.1** All staff and governors in our schools are entitled to professional development opportunities. These opportunities are linked to local and national priorities such as:

- those identified within our school improvement plan;
- appraisal as part of the National Performance Management system (see Section 6);
- DfE guidance for newly qualified teachers;
- priorities identified in Children's Services' Development Plan.

- 2.2** Our schools ensure that all staff and governors have equality of opportunity without discrimination in seeking the highest level of personal achievement.

- 2.3** All staff working in our schools receive relevant induction, as outlined in our staff handbook. Induction for parent helpers, work experience students, supply staff and teachers from external agencies is also provided as required. All staff are entitled to an annual appraisal, through which professional development needs may be identified to support negotiated targets for development.

- 2.4** The schools recognise their responsibilities to offer developmental opportunities for staff with leadership and curriculum expertise.

- 2.5** Newly qualified teachers (NQTs) are entitled to a specific programme of support and development. From September 1999 NQTs are entitled to a 90% teaching load, an induction tutor and identified written targets based on regular observations.

3 School improvement plan

- 3.1** The professional development of staff is linked to our schools' improvement plans. These are our action plans for improving the performance of our pupils. Funding for priorities within the plans will reflect the professional development needs linked to these priority areas.

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Evaluation and dissemination

- 4.1 All professional development activities are monitored for their impact on the schools' performance. Evaluation forms are completed and returned to the Headteacher. Staff report back to colleagues at staff meetings. Governors may require feedback and/or a presentation upon completion of certain professional development work.

5 CPD programme

- 5.1 The CPD programme offers staff a wide range of development opportunities which may include the following:-

- review of job description;
- induction;
- appraisal;
- staff training days;
- joint staff and governor training sessions;
- paired reviews of children's work;
- paired lesson observations;
- membership of working groups;
- conferences and seminars;
- coaching and mentoring;
- membership of local and regional networks;
- membership of professional associations;
- placements and secondments;
- European exchanges.

6 Appraisal as part of performance management

- 6.1 A formal performance management process applies to all teachers and the Headteacher in our schools. The aim is to help us improve by agreeing and reviewing priorities within the context of the school improvement and development plan and to ensure that all staff meet the Teachers Standards. The outcomes of performance management reviews help to set priorities for future planning and professional development. They also inform decisions on pay awards.

Date agreed by staff	28.11.17
Review date	November 2019