



Continuing Professional Development for Teachers Policy

Policy Code:	TL13
Policy Start Date:	Sept 2016
Policy Review Date:	Dec 2019
Responsibility:	A Chisholm

Please read this policy in conjunction with the policies listed below:

- TL7 The Teaching and Learning Policy
- HR2 Teachers Appraisal Policy
- TL3 Reading, Writing, Communications and Mathematics Policy
- TL11 Homework Policy



1. Policy Statement /Principles, Values and Entitlements

The Trust believes that all staff should be involved in a process of improvement and is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which the Trust is able to recruit, retain and develop its staff community. This development takes place at a number of levels: individual, team, whole academy, whole Trust and through wider networks including the Teaching School Alliance. The focus of CPD will be on enhancing career progression, on improving standards and on the quality of teaching, learning and leadership.

The Trust believes that a carefully planned programme of CPD improves standards, raises morale and is integral to a culture that promotes learning at a high level for staff and pupils alike.

All those employed by the Trust have an entitlement to equality of access to high-quality induction and continuing development.

The Trust has in place effective measures to audit the professional and personal needs of staff and associated links to the appraisal system.

CPD planning will be integrated with Academy, Trust and Teaching and Learning Development Plans and based on priorities identified through Trust, Whole-Academy and personal self-evaluation as well as external review.

All forms of professional development will be based on the following principles:

- All staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work.
- All staff will have regular opportunities to discuss their development needs and professional aspirations.
- All staff will be able to access innovative, research-based CPD
- All staff have a responsibility to participate in Trust focused CPD and personal career development.

The Trust will source the provision of CPD from academies, central teams, Lincolnshire Teaching School Alliance and any other body who are evaluated as having outstanding CPD which is relevant to our needs. Quality Assurance mechanisms will ensure that CPD is of a consistently high standard.

The Trust supports professional recognition, including access to accredited programmes of CPD.

The Trust has a strategic approach to CPD and this is integrated into systems for self-evaluation, development planning and appraisal. All of these areas should be seen in terms of a Trust/academy improvement cycle. In this way CPD will



contribute directly to Trust, academy, department and team development plans. Academy leaders will be directly involved in appraisal and in identifying individual development needs, Leaders will also be involved in monitoring the impact of CPD on academy standards.

2. Roles and Responsibility

The Trust's Strategic Teaching and Learning Team has responsibility for developing a programme of CPD which is appropriate for each academy's needs based on a career-stage model.

The Strategic Teaching and Learning Team works closely with academy representatives on the Wider Teaching and Learning Team in ensuring that the programme of CPD matches needs.

Each academy has a member of SLT with responsibility to lead and manage Teaching and Learning and CPD in their academy.

All of the above have core responsibilities:

- To keep up-to-date with CPD development locally and nationally.
- To promote CPD as a central element of appraisal and academy improvement
- To provide details on the range of CPD opportunities and disseminate information to the appropriate staff.
- To quality-assure providers of CPD
- To identify each academy's CPD needs through mechanisms such as academy self-evaluation, analysis of appraisal targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams.
- To discuss with the Headteacher and governing body the main CPD priorities and the budgetary implications
- To report to the academy governing committee and to the Trust on the provision and the impact of CPD
- To ensure whether any follow-up is needed to CPD and to action this, e.g. feedback to the provider
- To provide guidance to colleagues on the most effective procedures for disseminating information following CPD
- To produce a calendar for Trust CPD opportunities which allows optimum participation

Staff have responsibility to:

- Identify their personal professional development needs which are relevant to the current role and any career development



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- Undertake any CPD offered diligently
 - Abide by any contractual commitments or changes made in line with this policy
 - Complete the Trust Teacher Portfolio and evaluate any CPD undertaken and its related impact on their development

Appraisers and Line Managers have responsibility to:

- Ensure that staff are undertaking appropriate and sufficient CPD
- Support staff in developing longer-terms plans for their professional development based around career stages
- Monitor the Teacher Portfolios
- Keep the member of SLT with responsibility for Teaching and Learning informed as to the impact of CPD programmes.

3. Planning for CPD

The Trust is determined that CPD opportunities should:

- Meet identified individual, academy and national development priorities
- Be framed around a career-stage development model with clear routes to improve
- Be based upon good practice
- Allow for staff to engage in networking with colleagues within and external to the Trust.
- Help raise standards of pupils' achievements
- Respect cultural diversity
- Be provided by those with the necessary experience, expertise and skills
- Be planned systematically and follow the agreed programme except when dealing with emerging issues
- Be based on current research and inspection evidence
- Be provided in accommodation which is comfortable and fit for purpose
- Provide value for money
- Have effective monitoring and evaluation systems which seek out and act upon user feedback to inform the quality of provision.

4 Supporting a range of CPD activities

The Trust will use its expertise to support a focussed portfolio of CPD approaches within academies. These CPD approaches will be structured in way to support development at each career stage in particular teaching and leadership.

Examples of the type of activity might include:



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- Engaging in a lesson study project with colleagues who are interested in the same development area
 - Engaging in an accredited CPD programme such as Embedding Quality Leadership Programme or Inspiring Excellence Programme
 - Networking with colleagues from across the region in Subject Collaborative Network Meetings
 - Facilitating CPD for others
 - Mentoring a SCITT trainee
 - Attending an NQT subject forum

5 Assessing the impact of CPD

The Trust will evaluate the impact of its CPD Programme annually. The report will detail the impact in terms of, for example:

- Pupil and academy attainment
- Improved teaching and learning
- Increased pupil understanding and enthusiasm
- Increased staff confidence
- Increased evidence of reflective practice
- Recruitment, retention and career progression

6 Supporting Professional Study

The Trust values highly professional study and as such aims to support staff who wish to engage in study at a Higher Education Institute or similar.

The Trust will ensure that requests for support to undertake further study are managed in an equitable manner. Each request will be dealt with on a case-by- case basis.

7 Funding

The Trust will fund and support a programme of CPD. The Trust provides opportunity for all and thus individuals at any one academy should have the same offer as their colleagues elsewhere. To that end, the CPD budget will be set within each academy after assessing the needs of teaching staff.

8 Policy change

This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.



The Priory Federation of Academies Trust
Trust Policy for the Continuing Professional Development of Teachers

This Policy has been approved by the Priory Federation of Academies Education and Standards Committee

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.