

REGENTS PARK



Community College

# Regents Park Community College

## CPD Policy

Policy updated: 09.06.2020

Policy ratified at: 09.06.2020

Policy signed by: Mr M Warder

Policy to be reviewed:

## CPD booklet

### Statement of intent:

RPCC recognises the challenges linked to thriving in the increasingly fluid and complex landscape that is education. As a school we are committed to nurturing the knowledge and skills needed to adapt to change and drive forward RPCC priorities.

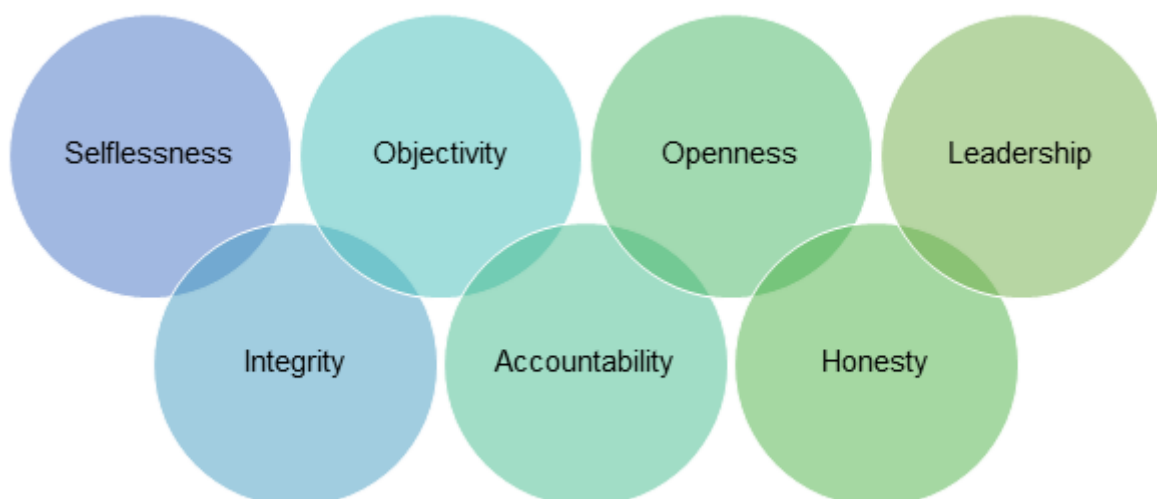
We understand that effective professional development is a core part of securing successful outcomes and in response we plan to create a culture of self-improvement and growth and a sense of being on a journey in which each individual experiences support from their colleagues.

We are committed to the belief that effective CPD should be seen as a key driver not only of staff development, but also of recruitment, retention, wellbeing, and school improvement.

At RPCC our CPD is underpinned by our school ethos and planned collaboratively to sustain a continuous process whereby all members of our school community try to develop their personal and professional qualities, with the ultimate aim of empowering individuals, adding value to the school and our students.

### Nolan Principles of Public Life:

At RPCC we seek to promote the Nolan Principles of Public Life through ethical leadership and by example. We understand that our profession demands high standards of learning, practical experience and judgement in the application of the required skills. To that end the motivation for any and all CPD at RPCC seeks to identify 'skills gaps' and commits to providing relevant and valuable CPD for each member of the school community with the 7 principles at the heart of all strategic CPD provision:



## Regents Park Community College CPD Policy:

This policy was drawn up in accordance with the *Standard for Teachers' Professional Development (DfE July 2016)*

January 2020

### **Contents:**

- 1. Statement of intent**
- 2. Approaches to CPD**
- 3. Induction**
- 4. PDD**
- 5. Leadership and Management of CPD**
- 6. Procedures**
- 7. Funding**
- 8. Evaluation**

### **Statement of intent:**

RPCC recognises the challenges linked to thriving in the increasingly fluid and complex landscape that is education. As a school we are committed to nurturing the knowledge and skills needed to adapt to change and drive forward RPCC priorities.

We understand that effective professional development is a core part of securing successful outcomes and in response we plan to create a culture of self-improvement and growth and a sense of being on a journey in which each individual experiences support from their colleagues.

We are committed to the belief that effective CPD should be seen as a key driver not only of staff development, but also of recruitment, retention, wellbeing, and school improvement.

At RPCC our CPD is underpinned by our school ethos and planned collaboratively to sustain a continuous process whereby all members of our school community try to develop their personal and professional qualities, with the ultimate aim of empowering individuals, adding value to the school and our students.

Continuous Professional Development (CPD) is a priority and an entitlement for all staff and governors at RPCC aiming to:

- improve the quality of teaching and learning;
- provide the highest standards of support and guidance to pupils;
- facilitate school improvement and development;
- contribute to professional aspirations and career progression;
- support and challenge strategic decisions to ensure the best outcomes for pupils at RPCC.

All staff and governors have a responsibility to utilise CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to pupils as lifelong learners.

In particular, practitioners should:

- keep their knowledge and skills as teachers up-to-date and reflect on their practice;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- know and understand how to assess the relevant subject and curriculum areas.

## **2. Approaches to CPD**

As far as possible, RPCC seeks to ensure that CPD is personalised and takes into account the needs and career aspirations of the individual member of staff alongside the needs of the School. The School acknowledges that successful professional development involves working in partnerships and should support a culture of trust and respect.

It should:

- have a focus on improving and evaluating pupil outcomes;
- be underpinned by robust evidence and expertise;
- include collaboration and expert challenge;
- be sustained over time.

Therefore, CPD approaches may include:

- attending a course or a conference;
- completing online training;
- attending internal training using the expertise available within the School, e.g., Developing Pedagogy meetings, Professional Development Days (X 5), Teaching and Learning Briefings every week, coaching (where appropriate), pastoral skills training; leadership development.
- practical experience, e.g. external examination marking, external training, ITT subject mentoring, presentations to school governors.
- research opportunities
- school-based collaboration, e.g. ML Critical Friends, Curriculum meetings, Middle Leaders meetings, pastoral meetings, standardisation and moderation, working parties to research and develop aspects of teaching and learning;
- external collaboration, e.g. contributing to and delivering a training programme, co-ordinating or supporting a local or national learning forum or network, school visits to observe or participate in outstanding practice;
- ELT shadowing

### **Practitioner Partnerships**

During the academic year, every teacher in the school will be invited to take part in a Practitioner Partnership wherein teachers work collaboratively to observe each other's lessons and offer feedback using coaching techniques. The aim is to:

- promote discussion about how pupils learn, challenge beliefs and improve pupil outcomes;
- share, refine and adapt practice across the curriculum;
- encourage deeper reflection;
- promote an ethos of collaborative working;
- support a culture of creativity, respect and pride;

- facilitate formative feedback on the quality of teaching;
- reinforce the expectations outlined in the Teachers' Standards and the Professional Standards for Teachers Post Threshold.

### **3. Induction**

All staff and governors new to RPCC receive a planned induction in school. Line Managers, Heads of Department, Heads of Year and ELT have discrete responsibilities within this process. New teachers are invited to spend at least one day in school during the term prior to their start date.

- Newly Qualified Teachers follow a specific programme of support and training in line with DfE requirements. The NQT Mentors and the AHT – Teaching & Learning has responsibility for the overview of this programme at RPCC.
- Participants of Initial Teacher Training (ITT) follow a structured programme of professional training. The AHT – Teaching & Learning has responsibility for the overview of the delivery of these programmes in school.

### **4. Professional Development Days**

The School holds 5 PD Days during the academic year. The programme is planned in advance by the Senior Management Team, the content of which is informed by the School Development Plan.

The principle purpose of each PDD is to improve teaching and learning by:

- increasing awareness of educational developments and innovations;
- improving pedagogical knowledge and specialist knowledge, e.g. SEND
- considering how to implement pedagogic practices successfully in different contexts;
- sharing examples of effective pedagogic practices to validate as well as challenge existing beliefs;
- working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogic practices,
- enabling staff to contribute to the delivery of the School's development and improvement plans;

### **5. Leadership and Management of CPD**

The AHT – Teaching & Learning is the CPD leader and has an overview of staff development. In order for staff to maintain and develop their skills and contribute to school development, the CPD leader will ensure that CPD balances the needs of the School and its development priorities; the development needs of each department and the career aspirations of the individual.

The CPD leader's main responsibilities will be to:

- identify CPD needs through school self-evaluation, analysis of pupil outcomes, analysis of appraisal and target setting, formal and informal discussion with curriculum and pastoral leaders;
- discuss CPD priorities and budgetary implications with the Headteacher and the governing body;
- maintain accurate and up-to-date records of the training undertaken and delivered by staff and governors;
- monitor and evaluate the quality and impact of CPD through formal and informal feedback;
- report to the Headteacher and the governing body on the provision and impact of CPD;
- keep up-to-date with CPD developments nationally and locally;
- promote CPD as a central element of performance and appraisal;

- provide details of CPD opportunities and disseminate information to the appropriate staff and governors.

To support CPD, Line Managers will:

- work within the context of the school's priorities
- secure appropriate staff development within budgetary constraints;
- take into account the professional and personal aspirations of the member of staff and actively support continuous professional development;
- be fair, honest and have regard for the school's commitment to equal opportunities;
- take into account the current knowledge and experience of the member of staff;
- ensure that records of staff CPD are kept up-to-date and that relevant information arising from training is disseminated appropriately and in a timely manner so that as many members of staff as possible can benefit from the training undertaken.

## **6. Procedures**

In the first instance, attendance at any CPD course must be agreed in principle with the member of staff's line manager and the AHT – Teaching & Learning. In the case of governors, training should be authorised by the Headteacher.

The member of staff should complete a CPD pro forma. Once the training has been formally approved by the Line Manager, relevant budget holder, AHT and Headteacher the member of staff is then responsible for arranging cost-effective transport.

## **7. Funding**

When CPD is linked to whole school improvement, the cost will normally be covered by the Staff Development budget which is managed by the AHT – Teaching & Learning.

Before approval is given to CPD training, careful consideration must be given to value for money and the resources available, e.g. How and when will information from the training course be disseminated to relevant members of staff? Can similar training be accessed through another, less expensive provider or by another means? Can training be accessed locally rather than further afield?

Travel expenses can be claimed through the Finance office.

## **8. Evaluation**

The quality and effectiveness of CPD is evaluated through the CPD Evaluation pro forma collated centrally after each input and informal discussion with staff and governors.

The long-term effectiveness of CPD is evaluated through:

- pupil outcomes;
- lesson observations;
- minutes of subject meetings, Heads of Department and pastoral meetings, full governing body and governor committee meetings;
- staff well-being (qualitative and quantitative measures);
- recruitment, retention and career progression of staff.

**For further information, please refer to the RPCC CPD Booklet.**