

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR CPD (Continual Professional Development)



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Review of Policy

This policy document has been prepared after full consultation with all members of staff.

It will be reviewed on a biennial basis and as a result of the review it may be amended to reflected both local and national initiatives.

This policy was adopted by:

Headteacher Date

Chair of Governors Date

Portfield School Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

A Policy Statement for Whole School Staff Development

At Portfield School we are committed to developing all staff to the highest possible standard, taking into account their strengths, needs and interests; selecting appropriate courses to meet individual requirements, whilst linking these courses to identified priorities within the School Development Plan.

Introduction

This policy document sets out the school's aims and philosophy for whole school staff development.

The term 'whole school staff' at Portfield refers to all members of staff-teachers, Learning Support Assistants and other relevant persons, for example Lunchtime Supervisors, caretaker etc. All staff are important in order to create a multi-disciplinary approach to teaching and learning. With this in mind the Senior Leadership Team at the school is committed to supporting all staff to achieve the highest possible standard in their work.

The strengths, needs and interests of staff will be identified and where possible these will be linked to individual training needs and also to the priorities identified in the School Development Plan.

The Senior Leadership Team at the school will work to ensure that both individual and whole school needs are met through training and also to ensure that all training has a direct influence upon classroom practice.

Objectives

- To identify both the individual and collective training needs of all staff within the context of the School Improvement Plan.
- To develop and enhance the skills, knowledge and expertise of all staff.

The Staff Development Programme

Identification of Training Needs

The successful identification of training needs is crucial to the success of our staff development programme. The SLT links all training to priorities identified within the School Development Plan. However, our training will also take account of:

- NQTs, new staff, staff with new responsibilities
- Curriculum, evaluation and monitoring
- National and local initiatives

Our training will also reflect our aim for staff development, that is:

- To enhance effective learning and social experiences for all pupils
- To develop all pupils to their fullest potential

Teaching Staff

Teachers have an entitlement but also a responsibility to pursue professional development. Taking this responsibility is an important part of their professionalism enabling them to identify what they need and to be proactive in securing it. In an ever

changing world, teachers need to continually update their professional skills to ensure that their teaching continues to be of a high quality and standards continue to improve.

There should be a clear correlation between a teacher's performance management process and their CPD, and between them taking responsibility for their own CPD and evaluating the impact of the activities they undertake.

All members of staff should compile and continue to contribute to their own Professional Development Portfolio.

Newly Qualified Teachers (NQTs)

There is now a year's statutory induction process for NQTs. Funding is available for the NQT to be released for 10% of their teaching time. This time cannot be subject to cover and should be used for activities related to the objectives set. NQTs work with their induction Tutors to identify objectives for their development, initially related to their Career Entry Profile and the context of the school.

The NQT year is followed by Early Professional Development Year 1 and then Year 2 teachers in these categories continue to plan their career development with the guidance of their tutor and in line with the Welsh governments Professional Teaching Standards.

How do we identify CPD needs and set objectives for staff?

Effective needs identification is vital to CPD.

The School Development Plan and staff development plan are informed by:

- Family of Schools Action Plan
- School/Department Self-Evaluation
- Inspection Report
- Performance Management/Development Reviews
- Threshold feedback
- NQT induction reviews
- Outcomes of previous CPD activities evaluated
- Use of questionnaires to organise needs and communicate them with CPD section
- Needs communicated through network groups
- WG initiatives and LEA Education Strategic Plan
- Health and Safety requirements

What activities do we put in place to meet these needs and objectives?

A range of CPD activities to meet the requirements identified should be considered.

During School Closure days

- In-school Courses and Consultancies
- Dissemination of courses from individuals within school
- Visits to other schools
- Family of Schools Joint Closure/Transition Days
- County Joint Closure days (Secondary)
- Professional Learning Communities

Individual and groups of staff to undertake:

- Visits to other schools
- Work in school on areas related to the SDP
- Work within the family of schools
- Work in school alongside other staff, eg coaching and mentoring
- Modelling of lessons etc (advisory teachers)
- Lesson observation
- Other activities to share good practice
- Undertaking research
- Undertaking Action Research
- Team teaching
- Work with others – Professional Learning Community
- Exchange of classes
- Participation in a professional network including ICT based networks
- Attendance at county courses
- Attendance at courses provided by other institution providers, eg, Careers Wales, Pembroke College, Teacher Unions.
- Further study and qualifications through WG initiatives, eg NPQH, Middle Leadership course, LPSH
- Further study and qualifications with higher education eg Post Graduate certificates and diplomas, NVQ, MEP
- Participation in a school or teacher international linking project

Staff Development and the School Development Plan

The process of preparing our School Development Plan will involve consultation with staff and governors. It will outline various detailed strategies of the future development of our school. The planning of staff training and development will be an integral part of the staff development cycle and will be consistent with the curriculum and developmental needs of the staff.

Staff development will support our school aims by linking closely with the identified areas within the School Development Plan.

Communication

All staff are made aware of staff development issues through our established communication systems. These include:

- Staff development on the agenda of staff meetings
- Inset course menu circulated
- Course / training evaluation / monitoring procedures
- Practical feedback from course at staff meetings / teacher workshops
- SDP available in staff rooms

Resources – Finance

Funding

As a school, we operate within a limited budget, and this may influence the number and scope of training and development activities that a particular individual will be able to undertake in any given year. Funding is provided from:

- Education Improvement Grant (EIG) - provides funding for literacy and numeracy priorities
- The School LMS Budget
- The EU and the British Council provide funding for International Linking Projects.
- Pupil Deprivation Grant – to improve the progress of pupils receiving free school meals
- WG funding for NVQ training

Establishing Priorities

Once training needs have been identified then the information collected will be analysed so that priorities can be established. This analysis will be undertaken by Senior Leadership Team and the criteria for analysing the needs will include:

- Priorities identified within the School Development Plan
- Individual training requests
- Portfield's responses to national and local initiatives
- Resource availability – time, finance and people
- Over-riding priority to develop better teaching and learning experiences for all our pupils
- Statutory requirements

The following criteria will be used in prioritising training needs:

- Clear links to the School Development Plan
- Clearly linked to any post inspection Action Plan
- Appropriate to support a member of staff new to the school / new role in school
- Identified need to enable a member of staff to do their job effectively
- Agreed as part of an individual's Performance Management Review
- Individual request to enhance professional expertise
- Statutory requirements eg manual handling, first aid at work etc

Dissemination Procedures

Immediately following a training event staff will be required to complete an in-house course evaluation form. The form not only looks at the course content and relevance of the training but it also asks for the likely and actual effects of the training on practice. Evaluation forms will be kept by teachers / Support Staff in their Professional Development Profiles and may be used to influence future training needs. Dissemination from courses will include:

- Reporting back to staff at staff meeting
- Workshop sessions
- Working with colleagues in their classrooms
- Working with advisory teachers to implement new skills
- Follow-up training

Recording

Is detailed termly in the HT Report to Governors.

All staff maintain their own Professional Development Portfolio.

Monitoring and Evaluation

Monitoring is the process of gathering evidence to establish what is happening while evaluation is the process of establishing whether the training has met the objectives and whether the objectives were correct in the first place.

In addition to course evaluation forms, evaluation at Portfield will also include one or more of the following:

- Dissemination at staff meetings / teacher workshops
- Documentation – courses which relate to policies and schemes of work should have an impact upon teacher's documentation
- Observation – this represents the long term evaluation of practical outcomes. The purpose is to assess the impact of newly acquired skills / knowledge in learning and social contexts. The most significant observation will be undertaken by the participants themselves, but they may wish to invite a colleague, or a member of the Senior Leadership Team to provide an independent point of view.
- Monitoring the impact of any professional development actively on pupil progress

We believe that the effects of training will be manifested in a number of ways:

- Improved pupils standards
- An extension of the range of methods used with pupils / improved teaching and learning
- Enhanced curriculum delivery
- An extension to the range of approaches to assessing pupils' needs and achievement
- Ability to transfer skills
- Development of good classroom / social organisation and management
- Enhanced professional self-confidence and willingness to try new approaches and to share skills, knowledge and expertise.