



Southfields Primary School

CPD Policy

Date agreed: September 2024

Review Date: September 2026

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Principles, Values & Entitlements

At Southfields Primary School we value all our staff and governors and see them as education's best resource and we actively encourage their development. We recognise that Continuing Professional Development (CPD) promotes high morale, motivation, self-esteem and collegiality in the workforce. We believe in the philosophy that "effective teachers should take ownership and give a high priority to professional development". Staff Development is necessary to ensure that staff have the skills, knowledge and understanding to deliver the school aims. It is important that the school is seen as a learning organisation for the adults within it as well as the pupils.

All staff members have an entitlement to high-quality induction and continuing professional development. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs. Equally, governors need to have appropriate induction and training in order to carry out their duties effectively.

At Southfields there is a commitment to staff development that balances school and individual priorities. Improving standards, basic skills and the quality of teaching and learning will be the main focus for CPD planning and provision. However, professional development needs that individual staff members have identified also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams in order to raise standards in teaching and learning and have a direct impact on improving children's outcomes. This will be facilitated by creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

We fully support the DFE standards for teachers' professional development and reinforce the following within our practice:

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

Professional development can take many forms and can be accessed - Externally, through training, further study, the Local Authority, PLP (Peterborough Learning Partnership), Paragon Teaching School Alliance. Further Education, subject associations and private providers. Through cross-school / triad links and virtual networks or within school

Examples of professional development include; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school development events attendance at courses, visits to other schools and distance learning etc.

2. Leadership and Management of CPD

The Headteacher and Deputy Headteacher shall be responsible for identifying the school's CPD needs and those of the staff working within it.

A whole school CPD action plan which will be linked to and integrated with the School's Development Plan, to be developed by the CPD lead. The action plan should be updated annually following the appraisal process in the Autumn term, after individual staff development needs have been identified and fed through to the CPD lead. CPD planning will be informed by a range of sources:

- the needs of the school as identified through its self-evaluation (SEF) and outlined 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, e.g. national strategies, local authority strategies, local community priorities;
- feedback from staff and others including governors, pupils and parents/carers through consultations, surveys etc;
- Individual requests for CPD made outside of the performance management process.

In order to demonstrate the impact of CPD on pupil outcomes, achieving school priorities, and, value for money, the action plan should be evaluated and reviewed prior to the beginning of the new CPD action planning cycle. This review should inform the subsequent whole school plan.

The budget is targeted at the priorities identified by the school – those identified through the SDP etc. and those identified for professional development through the appraisal process.

The training needs of Early Career Teachers (ECTs) are recognised as a priority. Staff and governors undertake joint training when and if appropriate.

The Headteacher reports annually to Governors to inform the Governing Body of the ongoing professional development of staff.

The school will ensure that it will use resources carefully to support CPD and that the budget is used to ensure best value.

3. Appraisal

At Southfields Primary School the CPD programme will be informed by staff training and development needs identified by the reviewer and reviewee at the appraisal meeting.

The governing body will ensure in budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

If there are competing demands on the school budget between CPD identified for a reviewee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence.

Teachers cannot be held accountable for failing to make good progress towards meeting their performance criteria where the agreed CPD recorded has not been provided

Although appraisal procedures are statutory only for teaching staff, the school has chosen to address the CPD needs of support staff by ensuring an appraisal procedure is also used for every member of support staff. This reflects the importance attached to the role support staff play in the school.

4. Supporting a range of CPD activities

The school will support 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. CPD opportunities can be internal or external to the school and can involve courses, in-school training days, observation of best practice, visits to other schools, distance learning, team teaching, coaching and mentoring, secondment, research opportunities, shadowing etc.

5. Implementation of CPD

- All staff who undertake training beneficial to whole school development are expected to feedback at either department or whole school level.
- Priority is given to staff with qualifications that are statutory and need to be regularly updated e.g. Health & Safety qualifications such as First Aid certification.
- We buy into the training provided by the PLP (Peterborough Learning Partnership)
- The index of LA courses is available through Peterborough CPD on line and all LA courses should be booked through this on line portal
- All staff have their own log in and can book LA courses on line.
- Applications for day courses must be discussed with the CPD coordinators as these may involve funding for supply cover and will need to match SDP priorities, or professional development needs indicated by appraisal or other reviews.
- Applications for external courses will be taken by the CPD leads for approval to the Core Team. Peterborough CPD on line retain a record of all LA course attended by school staff.
- The CPD coordinators will list all external courses attended by staff in a central file.
- The Headteacher with the Finance Officer is responsible for the completion of the financial return under the relevant budget headings.

- It is the responsibility of staff attending a day time course to leave appropriate work for their class(es)

6. Early Years Foundation Stage and Key Stage Development

Phase teams meet every two weeks under the direction of the Phase leaders. Staff development includes – team building, exchange of ideas and advice on teaching and learning, moderation of pupil work, discussion on behaviour management and pastoral issues, subject coordinator input, collaborative planning etc.

7. Support Staff Development

Teaching and Learning Support Staff TA's attend CPD meetings weekly or have follow up work to complete on a Friday Morning this is driven by both the school priorities as well as by the support staff themselves for example ideas and advice on teaching and learning, training on school systems, observations of good practice, discussion on behaviour management and pastoral issues, collaborative planning where relevant.

Administration staff have a meeting each half-term led by the Headteacher and the Business officer. Staff development includes – team building, exchange of ideas and action plans for each half term are agreed.

For TA's, HLTAs to attend further qualifications in teaching they should have attendance over 95% unless they have medical evidence to support lower. They must be working at an Above (Outstanding) level and also have been working at the school for three years in the role of a TA or HLTA.

8. Leadership and Management Development

The Senior Team meet regularly to discuss issues relating to the organisation, progress, management and smooth running of the school staff development for Senior team includes:

- opportunity to plan, develop, monitor and evaluate school improvement initiatives
- discuss and resolve issues relating to the school curriculum, ethos, personnel and community
- respond to LA and national initiatives at a school level
- encouragement to participate in the LA & National College CPD opportunities for career progression e.g. NPQH, Leading from the Middle,
- Leadership Pathways, Aspirant Leaders
- opportunity for succession planning e.g. shadowing, 'acting up' and mentoring/being mentored

9. Governor Development

Governors receive an induction programme on appointment which includes an information pack, a tour of the school and a one to one meeting with an established governor. New appointees 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 LA 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.

10. Review & Monitoring

Southfields 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.

Information on training opportunities is available to all members of staff through appraisal, staff and department meetings and other providers. LA training information is accessible to all staff.

Staff will have an opportunity to discuss individual professional development needs with their line manager, specifically during the appraisal process, but at other times as necessary, by arrangement.

The Headteacher to provide details of budget spending priorities to the LA and Governing Body.

10.1 Links with other Policies

This policy links to other Pay and Conditions documents as well as codes of conduct and statutory guidance and duties produced by the DfE.

10.2 Key Principles

We refer to the [DfE Pay and Conditions document](#) which was used in writing this policy