



Continuing Professional Development (CPD) Policy

1 Introduction

- 1.1 Our school values all the people who work within it. Our mission 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 school have a 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 school are entitled to professional development opportunities. These opportunities are linked to local and national priorities such as:
- those identified within our school development plan;
 - appraisal as part of the National Performance Management system (see Section 6);
 - DfE guidance for newly qualified teachers;
 - priorities identified by the Government and Ofsted.
- 2.2 Our school ensures 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 school receive a planned induction, as outlined in our staff handbook. Induction for parent helpers, work experience students, supply staff and teachers from external agencies is supported by a guidance booklet. All teaching staff are entitled to an annual appraisal, through which professional development needs may be identified to support negotiated targets for development. Similarly, support staff are entitled to an annual performance review.
- 2.4 The school recognises its responsibility 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 development plan

- 3.1 The professional development of staff is linked to our school development plan. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will reflect the professional development needs linked to these priority areas. Funding for professional development is identified in the budget.

4 Evaluation and dissemination

- 4.1 All professional development activities are monitored for their impact on school performance. Evaluations are completed on line for the Professional Development Co-ordinator to review. Governors may require written feedback and/or a presentation upon completion of the development work.



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- 4.2** The Professional Development Co-ordinator records all professional development undertaken in and out of the school. The Professional Development Co-ordinator prepares a termly update for the headteacher's report to governors.

5 CPD programme

- 5.1** The CPD programme offers staff a wide range of development opportunities.
- 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;

6 Appraisal as part of performance management

- 6.1** From September 2000 a new appraisal model in the form of a performance management system has applied to all teachers and the headteacher in our school. The aim is to help us improve by agreeing and reviewing priorities within the context of the school development plan. The outcomes of performance reviews help to set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

Signed: R. K. Mahil-Pooni

Date: September 2017

Approved by the Governing Body: 11th October 2017