



Staff Training and Development (CPD) Policy

Effective CPD contributes significantly to school improvement. An investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school.

In particular CPD is most effective when it is:

- **Owned by staff** – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- **Relevant to the context** – any areas for Performance Management must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- **Builds on existing expertise** – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- **Collaborative and supported from within the school** – the most powerful learning occurs when opportunity is provided for debate and reflection.
- **Sustained** – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- **Accesses external expertise** – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from Riverside, within the inclusive campus or from another school; visiting professionals or artists etc

We believe that effective CPD practice leads to the following consequences:

- **Improves student learning**
 - students engaged in a dynamic learning programme with staff are more likely to achieve
 - staff who develop skills and confidence can provide effective learning experiences for a wide range of students



- **Improves teaching**

- develops and sustains skills which enables staff to do their jobs effectively
- updating knowledge
- develops best practice
- widens the repertoire of classroom skills
- enhances strong practice
- develops specialisations thus improving teaching quality

- **Helps to support staff appropriately**

- strengthens the recruitment and retention of staff
- promotes personal and career appraisal enabling staff to make more informed choices about career pathways
- informs the appropriate deployment of staff

- **Promotes a positive ethos and learning culture**

- through high expectations
- through discussion, dialogue, trialling and reflection
- through building internal capacity
- excellence in learning throughout the school

- **Improves leadership**

- develops people's strengths
- broadens people's ability to take a lead on whole school initiatives
- develops people to take up new roles
- develops an understanding of the context in which staff work at national, local and school level leading to greater cohesion in students' learning

- **Contributes to school improvement and transformation**

- by engaging staff as learners in collaborative enquiry
- by sharing the knowledge and skills of all staff
- through collective responsibility for students and staff achievement
- by valuing every individual



Values and Entitlements

All staff should take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of the school and have a right of access to CPD

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

CPD planning will be linked and integrated with the School Development or Improvement Plan and be based on a range of information and priorities:

- The needs of the school as identified through the Self-Evaluation Form (SEF) and outlined in the School Improvement Plan
- The needs of the school as identified through ISI and Group Vision
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual student needs e.g. physical needs, communication, manual handling, behaviour, autism
- Curriculum appraisal
- Health and safety
- National UK and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including governors, students and parents
- Resources – e.g. membership of professional bodies; purchase of books/journals

Leadership and Management of CPD

Members of the Primary SLT and Secondary SLT along with the Headteacher lead CPD. Liaising closely with the Groups Training & Professional Development Manager.

There will be robust, transparent arrangements for accessing CPD that are known to all staff. These will be subject to regular monitoring to ensure that CPD is provided in a non-discriminatory way.



The school evaluates the impact that CPD has on teaching and learning and the progress that students make, including monitoring, observations, data collecting and appraisal

Supporting CPD Initiatives

The school supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the school.

These CPD approaches will include:

- Attendance at a course or conference
- Attendance at King's group Professional Development Weekend
- Participation in the COBIS Professional Middle Leaders Course (CPML) and COBIS Aspiring Heads (CAH)
- In-school training using the expertise available within the school e.g. behaviour management, sharing good practice, classroom observations, manual handling
- School-based work through accessing an external consultant or relevant expert
- Peer coaching
- Professional networks with other special schools. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Links with King's Group Academies
- Opportunities for teachers to develop their subject expertise
- Opportunities to participate in accredited professional courses
- Distance learning
- Practical experience e.g. opportunities to contribute to a training programme, involvement in local networks
- Producing documentation or resources e.g. teaching materials,
- Course delivery- as part of the planned outreach programme to other King's schools, staff are encouraged to undertake delivery of CPD to other schools within their own specialist areas e.g. SEN Training, Behaviour, training for support staff
- Partnerships e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, research, observation, special project working groups.
- International work – opportunities to work with colleagues from schools around the world
- Creating an improving learning environment within the school



Monitoring and Evaluation

Staff are expected to fill in an ‘Training Course Evaluation Form’ when they return from an external course. This identifies how the course will be fed back to other staff and whether the course would be beneficial for other staff to attend. This is monitored by the CPD leader.

The evaluations of training and inset are used to inform the next cycle of planning.

The Headteacher along with the Head of Secondary and Head of Primary are responsible for monitoring CPD to ensure that it is at the centre of school improvement

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