



CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMME

CPD policy will only be effective if it enables the school to see itself as a professional, learning community and has a direct impact on pupils' standards and achievement. It should give shape to the principles of developing individual potential and career planning across and beyond the school. In short, CPD policy and practice should reflect the values and priorities that The Hamble School holds.

Aims

- To ensure that the learning objectives of CPD undertaken reflects and is integrated with individual, department and school improvement objectives.
- To contribute to the achievement of pupil progression and performance.
- To meet the needs of the professional and personal career aspirations of all staff.
- To develop leadership capacity within the staff body; effective succession planning.

Objectives

- To integrate whole school policies on teaching and learning with professional development, performance management and school improvement.
- To recognise the importance of personalised learning.
- To plan CPD priorities through a clear and open process.
- To balance school priorities against the career and aspirations and development needs of individuals.
- To encourage staff to take responsibility for their own CPD based on self-evaluation.
- To encourage staff to maintain individual CPD portfolios.
- To arrange for more experienced staff to take responsibility for the professional development of colleagues and trainees.
- To create opportunities for formal and informal mentoring, coaching and tutoring within an ethos of shared learning (through Instructional Leadership).
- To support pre-threshold teachers in developing skills in core areas; for example, in pedagogy, subject specialism and whole school issues.
- To use resources creatively, including effective use of INSET days, and focusing the Leadership Team and other key staff on teaching and learning issues.
- To ensure that the school is seen as a learning community, with the Headteacher as lead learner.
- To ensure that leadership is integrated with staff development and so supports the notion of distributed leadership.
- To establish processes for reflective learning and collaborative learning.

Roles and Responsibilities of the CPD Co-ordinator

- To keep up to date with knowledge of effective professional development opportunities, DLC, LA consultants, training providers, teachers TV etc.
- To be involved in a regular school self-evaluation process.
- To agree annual in-service training dates and agendas.
- To lead regular training needs analyses based on whole school priorities and PM objectives and report these to governing body.
- To support Leader of Teaching and Learning in managing and arranging opportunities for coaching in the school.
- To monitor and evaluate the impact of professional development on staff learning and practice.

School's Strategic Approach

CPD must be integrated in the school's systems for self-evaluation, development planning and performance management. All of these areas should be seen in terms of a school improvement cycle. In this way, CPD will be seen to directly contribute to school, departments' and teams' action plans. School leaders, in all areas, will be actively involved in performance management and in identifying individuals' development needs. They will also be involved in monitoring the impact of CPD on school standards.

Types of CPD

In order to meet the needs of all staff a range of CPD opportunities are offered at The Hamble School:

- Regular teaching, learning and assessment sessions
- Market place activities to share good practice within the school
- Coaching TRIADs within the Instructional Leadership course
- Supporting programmes: Teaching and Learning Development Programme and Tipping the Top
- Staff working parties (in and out of curriculum areas)
- Sharing good practice with other schools
- Leading and participating in the local consortium
- Extended leadership team opportunities

Date	Action
November	PM objectives set and CPD support agreed.
November	Sampling PM planning meeting documents.
November	Report to Governing Body on previous impact of CPD on raising standards and of current needs.
January	Sampling of CPD evaluations. INSED programme agreed for the following academic year.
March	Mid-cycle reviews.
April – June	Plan CPD calendar

Funding and Applications

1. A budget will be allocated for whole school CPD strand. The funding will be determined by anticipated need from whole school priorities and PM objectives. For example, the budget will fund CPD for national initiatives and directives. It will also fund priorities identified in the School Improvement Plan, or school projects, which are not the remit of individual departments. The priorities will be identified through department/team and individual self evaluation using the Paragon site.
2. Heads of department and team leaders will need to agree CPD support of the staff they line manage when setting PM objectives in the planning meeting. HODs and team leaders will be expected to report on the impact of CPD, during review meetings with Leadership line managers and in the review of PM at the end of the cycle.
3. A Qualifications fund, for example for NPQH, MA or NVQ fees, will be set up. Individuals will apply for support from this fund.
4. Cover for department network meetings, exam board meetings, internal moderation meetings and NPQH face to face days will not be paid for out of departments' budgets. Cover will be managed by the Leadership Team.
5. Departments and teams should strive, as far as possible to hold their professional development meetings in the scheduled, directed on the school calendar and in designated twilight time.
6. All staff must apply for CPD through the school system, and wait for confirmation of approval before booking and attending. Priority is given to applications that target the CPD agreed in PM planning meetings and that target whole school priorities. Staff must evaluate CPD (apart from network meetings) on returning to school, failure to do so may delay approval of further CPD applications.
7. The CPD coordinator will maintain the CPD database. Staff will be able to request a copy of their CPD record, when required. However, it is the responsibility of staff to ensure that CPD information is kept up to date and recorded in their own portfolios.

Evaluating the Impact of CPD

A strategic evaluation of the school's CPD activities must consider three strands:

- The effect on the individual and on the quality of teaching and learning.
- The effect on the departments priorities
- The effect on the school's overall strategy.

It is important to monitor who is accessing which CPD activities and to ensure that the most relevant and appropriate types of development activities are available to all staff. This will address equal opportunities and also monitor the level of CPD uptake by staff.

The success of CPD depends on its impact on the quality of teaching and learning, in the school, and on pupil achievement. The school's strategy, with its integration of CPD with performance management of all staff and school self-evaluation, should mean that three key questions are asked at all stages of the CPD process.

- What impact will the CPD have on raising teaching and learning?
- Is it cost effective?
- Will the payoff justify the expense?

Individual staff will evaluate the impact of whole – school, department / team and individual CPD. The CPD Coordinator will evaluate the impact of whole – school, department/team and individual CPD in terms of the key principles set out below.

1. To what degree does the CPD programme deliver directly the changes required in the School Improvement Plan?
2. How directly are line managers involved in needs analysis, CPD planning and evaluation of its impact?
3. How far are performance management, personnel practices and CPD integrated?
4. What is the quality of CPD activities?
5. Do the CPD activities produce the desired outcomes?
6. To what extent are all staff involved in the CPD process?
7. How relevant are the CPD programmes to all staff?
8. To what extent do school leaders model the principles of a learning organisation?
9. To what extent is the CPD programme aligned with the school's vision and values?

Without strategic evaluation the school cannot effectively plan or analyse the impact of CPD. Tracking and assessing on an individual, department/team and whole-school scale will encourage a learning community. It will nurture want to develop ourselves as professionals to raise pupil performance and achievement, and meet the needs of our own career aspirations.