



ST. DAVID'S
HIGH SCHOOL

To be the best you can be, every day

St. David's High School

CPD Policy

Reviewed September 2021

Continuing Professional Development Policy to be agreed by governors at meeting on.....

Principles

We believe that 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 we believe that 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

Relevant to the context – CPD must find application in the normal work context, but it should give staff a platform 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 St. David's or from another school; visiting professionals 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.

There will need to be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle. **However, professional appraisal needs that *individual staff* have identified will also need to be considered.** The ultimate aim is the improvement in the practice of individuals and teams through creating learning

communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

CPD planning will be linked and integrated with the School Development 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 Development Plan
- The needs of the school as identified through Estyn and School Improvement Adviser reviews
- 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 and local priorities e.g. Curriculum for Wales strategies, child protection
- Gaining suitable work-related 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

The school will ensure there is a budget put aside for CPD and that this budget is used to ensure best value. This will be agreed with the governing body and made explicit in the school budget. It will be used equitably across the whole staff.

Appraisal

The school's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives.

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.

The head teacher will report to governors about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD.

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; however, the aim will be to meet all reasonable requests for CPD.

The school addresses the CPD needs of support staff by ensuring that there are also sound appraisal procedures in place for every member of the support staff. This reflects the importance attached to the role support staff play in the school.

Leadership and Management of CPD

The Assistant Headteacher is also the CPD leader of the school and will receive training as appropriate in order to fulfil this role effectively and attend providers' sessions.

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

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 cluster schools and other mainstream schools to develop inclusive practices

Opportunities for teachers to develop their subject expertise

Opportunities to participate in accredited learning

Distance learning

Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks

Producing documentation or resources e.g. teaching materials, assessment package, DVD

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.

Monitoring and Evaluation

Staff are expected to fill in an 'CPD Evaluation/Training Log' (google form) when they return from an external course (see appendix). This prompts identification of how the CPD experienced will be fed back to other staff and implemented in school.

The long-term results of the CPD experienced will also be monitored through this form (within a specified time frame). Completion of this section of the form will be prompted and monitored within the next Performance Management Cycle, or earlier.

The Training Log aspect of the google form will support the evaluation of staff inset throughout the year – both external and internal. This is discussed with governors and SLT. The evaluation is used to inform the next cycle of planning. The CPD leader is responsible for monitoring CPD to ensure that it is at the centre of school improvement.

Appendix:

1. Application request
2. Google evaluation, planning and review

SDHS Absence/CPD Request Application

SECTION 1 *To be completed by applicant*

Name of applicant:

Details of Request: *Course details / External training / Interview / Hospital appointment etc.*

Please attach a copy of the course details / Letters from Hospital etc.

Date of Absence:

Time & Duration of Absence:

Absence: *Please be courteous and submit this form to Steve Richardson at least 72 hours in advance.*

CPD: *Please be courteous and submit this form to Tam Jones at least 3 weeks in advance (where possible)*

This activity links to: *please provide specific details in the relevant section below*

Appraisal Objectives and/or Personal Development	
Faculty Development Plan and/or Curriculum Development	
Whole School Development Plan	
Operational CPD	
Personal Absence Request e.g. hospital appt.	

Course Fee:	Method of Travel:	Estimated Mileage:	Other:

I understand that any leave of absence not for school business could be unpaid.

Staff signature: _____ **Date:** _____

SECTION 2: *To be signed by your Director of Learning (or Line Manager).*

I support this absence request (To be signed by Faculty DOL or Line Manager)

SECTION 3: *To be completed by Steve Richardson (Head Teacher)*

Request supported		Request Refused*	
Paid		Unpaid	
Copy to AF (to file)			

SDHS Trips / Events Request Application

SECTION 1 *To be completed by applicant*

Name of Event organiser:

Details of Event: *Who / what / when / where*

Date of Event:

Time & Duration of Event:

Staffing requirements: *(Please calculate teaching staff at an average of £180.00 per day and ensure that non-teaching staff's time has been cleared with their line manager as well as with the member of staff themselves)*

Cost of staffing	Cost to students	Cost of resources	Other costs

*Please be courteous and submit this form to Steve Richardson **at least one working week in advance.***

This activity links to: *please provide specific details in the relevant section below*

Programme of study	
Faculty Development Plan	
Pastoral Initiatives	
Whole School Development Plan	

Lead Staff signature: _____ **Date:** _____

SECTION 2: *To be signed by your Head of Faculty (or Line Manager).*

I support this event request

SECTION 3: *To be completed by Steve Richardson (Head Teacher)*

Request supported		Request Refused	
Added to school calendar			
Copy to AF (to file)			

Google Form Link:

<https://docs.google.com/forms/d/1UDfVevBX3rCk8PmTTEwXKSCeESZS2Sn5ykNcYYSb0vM/edit>

