**Oakwood Infant and**

**Nursery School**

****

**Continuing Professional Development Policy**

**2021-2022**

**OAK032/12/2022**

***School Mission Statement***

*At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.*

*We are all stars watch us shine*

Reviewed: 24.11.2021

Next Review: 01.12.2022

**OAKWOOD INFANT AND NURSERY SCHOOL**

**CONTINUNING PROFESSIONAL DEVELOPMENT POLICY**

**Principles, Values and Entitlements**

At Oakwood Infant and Nursery School we value all our staff. 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. There is a commitment to staff and governor development that balances school and individual priorities.

All those involved in the school community shall have an entitlement to high-quality induction and Continuing Professional Development (CPD). Oakwood Infant and Nursery School believes that a carefully planned programme of CPD improves standards, promotes high morale, motivation and self-esteem in the workforce and assists with recruitment, retention and succession planning.

The focus of CPD will be on improving standards and the quality of teaching and learning. The school will ensure that mechanisms are in place to disseminate good practice in CPD that supports and improves teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams in order to raise standards in teaching and learning. This will be facilitated by creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

Through appraisal and other mechanisms those involved in the school community will have an entitlement to equality of access to discuss and make requests regarding their professional development needs as well as access the programme of learning provided by the school.

CPD planning will be integrated with the School Development Plan and based on priorities identified through self-evaluation.

The school will have effective measures in place to audit the professional and personal needs of staff and link to the performance management system.

All forms of professional development will be based on the following principles

* all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work.
* all staff will have regular opportunities to discuss their development needs and professional aspirations.
* all staff have a responsibility to participate in school focused CPD and personal career development.

The school will use a range of providers, types of provision and endeavour to source the provision of CPD according the best value. Quality Assurance mechanisms ensure that the school accesses provision of a consistently high standard.

The school will support professional recognition, including accreditation of the CPD undertaken.

**Leadership and Management of CPD**

* The school will have a named CPD leader, who will have responsibility for the leadership and management of CPD.
* The CPD leader will be supported strategically by the Link Governor for Training.
* The CPD leader will have access to appropriate support and training in order to fulfil their role effectively.
* The CPD leader will be responsible for collating the CPD needs of the school and the staff.
* The CPD leader’s main responsibilities will be to:
* Keep up to date with CPD developments locally and nationally.
* Promote CPD as a central element of performance management and school improvement.
* Provide details on the range of CPD opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all.
* Quality assure providers.
* Identify the school’s CPD needs through mechanisms such as: school self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams.
* Discuss with the headteacher and governing board the main CPD priorities and the budgetary implications.
* Report to the governing board on the provision and impact of CPD.
* Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions.
* Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training.
* Regularly and accurately update records of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement.

**Performance Management**

The CPD programme will be informed by staff training and development needs identified by the reviewer and reviewee at the performance Management Meeting

The governing board will ensure in budget planning that, as far as is 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. However, the aim will be to meet as many requests for CPD as the budget allows.

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.

**Planning for CPD**

The school will support a wide portfolio of CPD approaches in an effort to match interests, career development, 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.

The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

* meet identified individual, school or national development priorities.
* are based on good practice – in development activity and in teaching and learning.
* help raise standards of pupils’ achievements.
* respect cultural diversity.
* are provided by those with the necessary experience, expertise and skills.
* are planned systematically and follow the agreed programme except when dealing with emerging issues.
* are based, where appropriate, on relevant standards.
* are based on current research and inspection evidence.
* make effective use of resources.
* are provided in accommodation which is fit for purpose with appropriate equipment.
* provide value for money.
* have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision.

**Supporting a range of CPD activities**:

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches may include:

* attendance at a course or conference.
* in-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise.
* school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher.
* school visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a training school.
* secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with governing board.
* shadowing opportunities to observe experienced colleagues in another setting.
* opportunities to participate in award bearing work from higher education or other providers such as the National College for the Leadership of Schools and Children’s Centre.
* research opportunities.
* distance learning, e.g. relevant resources, training videos, reflection, simulation.
* practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinator support a learning forum or network, become involved in local and national networks.
* job enrichment/enlargement, e.g. a higher level of responsibility; front lining working in someone else’s job, job sharing, acting roles, job rotation, shadowing.
* producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme.
* coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity.
* partnerships, e.g. with a colleague, group, subject, phase, activity or school-based. Team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network, Network Learning Community.
* creating an improved learning environment within the school.

**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:

a) opportunity to plan, develop, monitor and evaluate school improvement initiatives

b) discuss and resolve issues relating to the school curriculum, ethos, personnel and community

c) respond to LA and national initiatives at a school level

d) encouragement to participate in the LA & National College CPD opportunities for career progression.

e) opportunity for succession planning e.g. shadowing, ‘acting up’ and mentoring/being mentored

**Governor Development**

Governors receive an induction programme on appointment which includes an information pack, a tour of the school and support from the Governor Mentor.

Within the first year of appointment new governors are required to complete the LA’s induction training leading to the Certificate of Governance. Governors are also required to complete safeguarding training, Chanel training and Prevent training. Safeguarding training is updated annually and provided by the school.

The LA produces a programme of training courses each year which Governors are encouraged to attend to develop their own knowledge. Governors can also access online courses provided by the National Governors Association.

The governing board has one whole governing board training session per annum as a governing board. This is provided by the LA. The training is agreed by the governing board from a selection of key topics provided by the LA.

Governors are invited to attend the school INSET training days with the teaching and support staff.

The Training Link Governor monitors training attended by each governor on the governing board and reports directly to the governing board. Governors are encouraged to attend training available in order to ensure effectiveness in the role.

**Review & Monitoring**

The impact that CPD has on teaching, learning and raising standards is monitored through observations, work scrutiny, pupil voice, data analysis and performance management.

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 through Essex CPD online.

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

The Headteacher will provide details of budget spending priorities to the LA and Governing Board

Senior Leadership Team to inform staff of whole school training priorities linked to the school improvement targets.

Details of staff CPD to be reported to the governing board annually in the Headteacher’s Autumn term report to governors via the headteacher’s report to governors.

All staff who undertake training beneficial to whole school development are expected to feedback/disseminate at a department and/or staff meeting

Professional qualifications arising from training organised/paid by the school to be reported to the Governing Board Personnel and Pay Committee.

**Assessing the impact of CPD:**

Annually the CPD leader shall conclude their report to the governing board with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

* pupil and school attainment.
* improved teaching and learning.
* increased pupil understanding and enthusiasm.
* increased staff confidence.
* increased evidence of reflective practice.
* recruitment, retention and career progression/promotable staff.