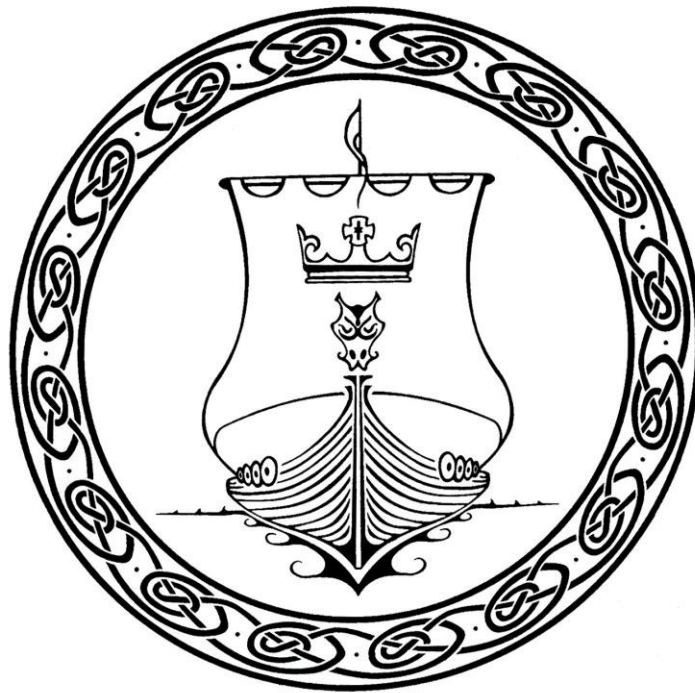




Queen Elizabeth II High School

Continuing Professional Development Policy



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This policy should be used in conjunction with the Roles of the School CPD team.

Date of Last Review: January 2025 O Graham

Date of Next Review: January 2027 O Graham 1



Principles, Values and Entitlements

This school is a 'learning community' and is committed to fostering a positive climate for continuous learning amongst its community. Continuing Professional Development (CPD) is the means by which the school is able to motivate and develop its staff. It does so at a variety of levels – individual, team, whole school and through wider networks with an emphasis on collaborative learning.

The teacher standards state that 'a teacher must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues'.

The school believes that effective teachers should take ownership and give a high priority to professional development. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards, raises morale through personal and professional fulfilment and assists recruitment and retention.

1. All staff shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through the Performance Development Framework (PDF) process and through other mechanisms to discuss their professional development needs.
2. The central emphasis will be on improving standards and the quality of teaching and learning. The aim is the improvement in the practice of individuals and teams through creating learning groups in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement, operating on the principle of "fitness for purpose".
3. CPD planning will be linked and integrated with the school's development plan and be based on a range of information:
 - the needs of the school as identified through self-evaluation;
 - issues identified through other monitoring;
 - national and local priorities, eg. National Strategies from the IoM DESC
 - feedback from staff and others including governors, pupils and parents.
4. The school will have effective measures in place to audit the professional needs of staff. The school's CPD programme will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.
5. The school's CPD provision will endeavour to allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfE Teachers' Standards Framework, National Professional Qualifications Framework (eg NPQSL), and competency descriptions for Teaching Assistants, etc.
6. Quality assurance mechanisms will ensure that the school accesses provision of a consistently high standard.
7. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.



Professional Development Framework

The framework sets out a pathway that is designed to ensure that all teachers have the skills and support they need to carry out their roles effectively and help ensure they are able to continue to improve their professional practice and develop in their role, thereby ensuring the highest standards of provision for students.

The framework has been created to emphasise the importance of CPD as it:

- has a focus on improving student progress;
- builds and enhances knowledge and expertise and brings about changes in practice;
- has a narrow yet significant focus;
- acknowledges that knowledge and expertise are domain specific;
- recognises that novices and experts learn differently;
- focusses on what works, challenges existing assumptions and is therefore evidence informed;
- involves collaboration with colleagues and other institutions;
- is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation; honest frequent feedback and solutions focussed coaching.

Please refer to current Professional Development Framework Policy for more details.

Leadership and Management of CPD

1. The school has a named CPD Team, consisting of an Assistant Head Teacher with responsibility for CPD, Professional Development Tutor and Induction Tutor, who are deemed to be fulfilling leadership and management responsibilities in relation to the posts. The CPD Team will receive training as appropriate in order to fulfil their roles effectively.
2. The CPD Team are responsible for identifying the school's CPD needs and those of the staff working within it. The CPD Team has a well-defined description of their role.
3. The Assistant Head Teacher with responsibility for CPD is responsible for discussing with the Senior Team and Governing Body, on an annual basis, the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.
4. There are robust, transparent arrangements for accessing CPD that are known to all staff.
5. There are arrangements for discussions between staff and members of the CPD team to discuss the following within the context of school priorities:
 - a) needs and aspirations;
 - b) methods of accessing CPD provision including appropriate funding;
 - c) accreditation opportunities;
 - d) ways of disseminating the training.

Where appropriate, this will be combined with the PDF process.



Effective CPD

The school arrangements for CPD need to balance the careful use of resources with the range of aspirations and interests of staff. 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, particularly ICT;
- 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 to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- in-school training using the expertise available within the school, eg. team teaching, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert, master classes, model and demonstration lessons;
- school visit to observe or participate in good and successful practice, eg. visit to a school or subject area with similar circumstances;
- secondments - an exchange or placement, eg. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
- opportunities to participate in award bearing work from higher education or other providers such as WIBIS/NPQSL;
- research opportunities;
- distance learning, eg. relevant resources, training videos, reflection, simulation;
- attendance at a course or conference;
- practical experience e.g. national test or exam marking, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement 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 packages, ICT or video programmes;



- 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;
- creating an improved learning environment within the school.

Identifying CPD Needs

1. The CPD Team shall be responsible for identifying the school's CPD needs and those of the school community. Such needs will be identified largely through existing mechanisms such as
 - Recommendations from the Senior Team and Governing Body,
 - School and Departmental development plans,
 - PD process,
 - National and local priorities,
 - Other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.
2. The outcomes of this needs analysis will be an annual CPD development plan which forms part of the school improvement plan.
3. Requests for accessing CPD should be addressed to the Assistant Head Teacher with responsibility for CPD, using the appropriate application form, who will decide on the most effective means.
4. The CPD Team shall provide and update details of the range of CPD opportunities available and be responsible for communicating relevant opportunities to appropriate staff. The information will be kept updated and made accessible and available to the school community.
5. The CPD Team shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:
 - Staff undertaking ITT courses e.g. Cumbria University Assessment Only Route/iPGCE's
 - Staff within the Early Career Framework
 - Other staff new to the school or role;
 - Teachers with 5 years + (including those beyond the threshold and those in the later stages of their career);
 - Teachers specialising in teaching particular groups of pupils;
 - Middle managers/subject leaders (emergent leaders);
 - Senior managers in their early years;
 - More experienced senior managers;
 - Regular supply staff and those seeking to return to the profession;
6. The Assistant Head Teacher with responsibility for CPD will be responsible for ensuring that providers are of sufficient quality.



7. The school will have opportunities for teams and the whole school to discuss and feed information to the CPD Team, details of priorities and means of meeting them, including the use of the school training days.

8. The Assistant Head Teacher with responsibility for CPD will be responsible for ensuring the efficient organising of opportunities, e.g. booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of and subscriptions to appropriate bodies such as subject associations, school improvement organisations.

Evaluating Impact and Disseminating Good and Successful Practice

1. Following professional or other development, the participant will complete an online evaluation form, rating the value of the development experience. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD team will be responsible for organising that, e.g. circulating relevant resources, a session at staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school website.

2. The CPD Team will review annually, through seeking to monitor and evaluate impact, whether any aspects of the CPD provision do not represent value for money and make appropriate recommendations. This will be undertaken at a variety of levels including:

- immediate/short term evaluation by participants
- longer term follow-up for a sample of CPD
- informal discussion with colleagues about improved practice

Use will be made of appropriate DESC and other documents to aid the impact, but it will, in any case, comprise hard objective data as well as other beneficial effects such as:

- pupil and school attainment;
- record keeping;
- more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches;
- a climate of supporting success and effort;
- staff confidence, enrichment, motivation self-esteem, preparedness to take risks, collaboration, reflectiveness;
- pupil enthusiasm, engagement and commitment;
- recruitment and retention;
- career progression

3. Annually, the Assistant Head Teacher with responsibility for CPD shall provide a report to the Senior Team and the Governing Body on the benefits of the CPD undertaken and future needs.