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**Continuous Professional Development**

**Policy**

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| --- | --- |
| Date of Last Approval/Revision | February 2022 |
| Review interval (years) |  |
| Approval/review body | SLT |
| Date of next review |  |
| Public File location | Staff Handbook |

This policy should be read in conjunction with

* Teachers Standards
* Teaching and Learning Policy
* Performance Management Policy
* Teaching and Learning Calendar

**Context:**

In developing our CPD delivery at Bishopton, our central emphasis will always be on improving standards and the quality of education; student and staff personal development; and whole school behaviour and attitudes. The ultimate aim is the improvement in the practice of staff through the creation of a learning community.

Evidence suggests that the best results occur when CPD is central to the schools’ improvement planning. We will work to integrate performance management, school self-review and development, and CPD in a coherent cycle of planning, seeking to improve the quality of teaching and raise standards.

We believe staff will benefit most where a wide range of different types of CPD is on offer. Whenever possible, the types of CPD selected will be the most appropriate to the needs of the school and of individuals. The five professional development days will be used to support our improvement plan development and deliver a significant portion of our CPD work.

Our CPD plans will strive to strike a good balance between national and school priorities; very often these will overlap.

**Aims and Objectives:**

This procedure sets out how Bishopton PRU will improve outcomes for all students, and raise the morale of teachers, by motivating teachers to continually update their skills and improve their performance.

We will:

* Endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition and use quality assurance mechanisms to ensure that we access provision of a consistently high standard.
* Disseminate good and successful CPD practice that supports and improves teaching and learning.

**Funding:**

The Governors will consider the CPD budget when undertaking the annual budget setting process, ensuring that sufficient funds are set aside to enable the school to discharge its requirements that staff are well-trained, and developments support the School Improvement Plan priorities.

The allocation of CPD funding will be based on the following criteria and will always consider the purpose of and value to the school of the training;

* Enabling the Co-Headteachers and teachers to meet objectives set out in their Performance Management Planning and Review statement.
* Supporting the SDP priorities
* Developing the staffs’ professional practice, especially with regard to supporting the Professional and Occupational standards available.
* Developing an individual’s own professional development where external funding is available to support this, provided there will be clear benefits to the school.
* Developing an individual’s own professional development where no external funding is available to support this, provided there will be clear benefits to the school.

**Internal Bishopton CPD:**

**Time and Place**

Sessions run every Tuesday from 3-4pm at Bishopton PRU. Sessions and dates are scheduled one half term in advance.

Please note that due to COVID, face to face training sessions will be risk assessed and moved to online if appropriate.

**Pick and Choose**

Staff must pick the sessions that are most suitable to them and their current leadership journey and individual requirements. There is no stipulation to attend every session.

**Pathways**

* There are four distinct leadership pathways that sessions will be directed at: Aspirational Support Staff (those looking to develop in their role as a support member of staff)
* Aspirational Middle Leaders (those looking to move into middle leadership)
* Aspirational Senior Leaders (those looking to move into senior leadership)
* Aspirational Future Leaders (those currently in senior leadership looking for further development).

Each pathway will be represented with an icon on each individual session page, so you know which pathway a session is targeted at.

**Sign Up**

To sign up for a session staff must email BTRCampbell@sbcschools.org.uk to reserve their place.

Other opportunities will depend on PD days, twilights and dates of individual courses.

**Performance Management**

CPD forms part of the performance management process of Bishopton (**appendix A**)

Following professional development, the participant will discuss with the CPD Leader the process by which to most effectively disseminate to other staff, e.g. email update; staff meeting; whole school training etc.

The CPD Leader will also be responsible for ensuring whether any follow-up is needed to the training, e.g. feedback to the provider and be responsible for any such actions.

The CPD Leader will update records regularly and accurately of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement.

**Assessing the impact of CPD:**

All CPD activity is monitored and evaluated (**appendix B**)to assess its contribution to school improvement and raising pupil achievement. Evaluation is used to steer the development of staff towards the achievement of the school’s vision. Evaluation findings are used to inform continuous improvement of staff development activity.

Each half term the CPD lead will produce an analysis of CPD across the school.

Annually the CPD leader shall conclude his/her report to the Governing Body 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.

The Governing Body will review this CPD policy annually.

**Supporting a range of CPD Opportunities:**

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 will include:

* In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise;
* Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
* School-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons;
* School visits to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a beacon school;
* Attendance at a course or conference;
* Research opportunities, e.g. a best practice research scholarship;
* 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, coordinating or supporting a learning forum or network, involvement in local and national networks;
* Producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
* 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;
* 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 body.
* Where possible, staff are encouraged to seek professional recognition for their continuing professional development by following accredited routes.

**Roles and Responsibilities**

**Role of CPD Leader:**

The key task of the school’s CPD Leader is to ensure the efficient and effective delivery of the CPD policy. The main responsibility for professional development lies with the individual, with the CPD Leader acting in a supportive and facilitating role.

**Main responsibilities:**

* Collate information from Annual Performance Management process and work to enable the school to discharge its duties under the Performance Management Regulations;
* Produce an annual CPD calendar;
* Assist in the co-ordination of the audit of school strengths and weaknesses and identify the priority needs;
* Liaise with and advise the Co-Headteachers and Governing Body on the needs and appropriate ways to access the provision and the likely budgetary implications of addressing these needs.
* They will advise on issues such as the benefits of service agreements with appropriate providers;
* Advise the Co-Headteachers (and Governing Body ) on the benefits of participation in relevant initiatives and projects;
* Maintain effective links with the key providers, agencies and organisations and to facilitate links between members of the school community and the providers/provision;
* Provide induction and training for staff in effective professional development;
* Organise and make available to staff relevant information in appropriate formats;
* Ensure that the CPD provision is varied, is fit for purpose and conforms to best value principles;
* Deal with all requests for CPD and advise on how that should be achieved;
* Receive feedback from participants and liaise with providers about relevant follow-up;
* Provide appropriate records at individual and whole school level and to evaluate the take up and effect of the provision;
* Report to the Co-Headteachers and Governing Body on all aspects of CPD provision including an annual report on its provision and impact;
* Provide support and guidance to staff on their CPD portfolio;
* Organise and collate the dissemination of good and successful practice in ways that effectively lead to improvements in practice.

**Monitoring and Evaluation:**

The Senior Leadership Team will regularly review Bishopton’s CPD offer. The desired outcomes for this policy are improvements in individuals’ continuous professional development and greater learning opportunities amongst learners, teachers and parents concerning their chosen area of CPD study.

The performance indicators will be:

* Staff feedback and evaluation of CPD
* Staff progression
* Performance Management Outcomes
* CPD analysis

**UNICEF - UNCRC**

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

 Articles directly relating to this policy are:

 Article 2 (Non-discrimination)

Article 13 (Freedom of expression)

Article 28 (Right to education)

Article 29 (Goals of education)

Article 31 (Leisure, play and culture)

**Appendix A**

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**Staff Appraisal**

**School**: Bishopton Pupil Referral Unit

**Staff member**:

**Chair of Governors**: Susan Cain

**Performance Manager:**

**Completed on**:

Completed and agreed copies of this document should be retained confidentially by the staff, performance manager and the Co-Headteachers. This document provides the basis for reviews during the academic year

**Appraisal. 2018-19**

**Part 1. Evidence provided for the review statement.**

In completing their self-evaluation, the appraisee should note impact against the agreed success criteria and the evidence source. Appraisers are asked to complete preliminary evaluations against the success criteria. This should be completed in advance of the meeting and sent to the performance manager no later than two weeks before the meeting.

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| --- | --- | --- |
| **From : …..**  **Objective 1**  To support teaching and learning, and report on pupils progress. | | |
| Success Criteria | Staff evaluation of performance | Apprasier’s Evaluation of performance |
|  |  |  |
|  |
|  |
| Based on evidence provided to the appraiser, has the objective been met?  **Objective met /not met:** | | |

|  |  |  |
| --- | --- | --- |
| **From 2018-19**  **Objective 2**   * To develop an understanding of planning. | | |
| Success Criteria | Staff evaluation of performance | Apprasier’s Evaluation of performance |
|  |  |  |
|  |
|  |
| Based on evidence provided to the appraiser, has the objective been met?  **Objective met / not met:** | | |

|  |  |  |
| --- | --- | --- |
| **From 2018-19**  **Objective 3**   * To ensure the behaviour management system is adhered to so that disruptive behaviour does not interrupt pupils learning. . | | |
| Success Criteria | Staff evaluation of performance | Apprasier’s Evaluation of performance |
|  |  |  |
|  |
| Based on evidence provided to the appraiser, has the objective been met?  **Objective Met / Not Met**: | | |

**Part 2. Appraisal Statement. Final evaluation of the overall achievement of the staff member. Completed by the Performance Manager.**

|  |
| --- |
| Summary of performance against the specific appraisal objectives: |

|  |
| --- |
| **Staff comments**  (*optional – to be completed after receipt of the draft statement)* |

Staff signature Date

…………………………………………………………………… ……………………………………….

Performance Manger signature Date

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**Part 3. 2019 - 20**

**Part 3: Planning statement for 2019-20 Appraisal Objectives**

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| --- | --- | --- |
| **Objectives** | **Success Criteria** | **How will this be monitored?** |
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|  |  |  |
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|  | | |

**Part 4: Professional Learning and Development. This is an optional part of the process but you are asked to consider how you will be supported to achieve your agreed objectives. This section can be a reference point during reviews allowing additions to be made if appropriate.**

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| --- | --- | --- | --- |
| **Learning Objective** | **Proposed Actions** | **Resources** | **Timescales** |
|  |  |  |  |
|  |  |  |  |
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Staff signature Date

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Performance Manger signature Date

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**Appendix B**



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| --- | --- |
| **Name:** |  |
| **CPD Session Title:** |  |
| **Date:** |  |

In house External Speaker External training/Conference

Please complete this evaluation openly and honestly, ticking the appropriate column with 1 being “not at all” and 5 being “greatly”.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| At the start of the training, it was clear what I was expected to learn/develop/implement |  |  |  |  |  |
| The CPD provided is linked closely to my professional development/ school development needs |  |  |  |  |  |
| The training materials used were appropriate to the content of the CPD |  |  |  |  |  |
| The trainer provided opportunities for you to ask questions/clarify learning effectively |  |  |  |  |  |
| Following the training, I feel my knowledge skills and understanding have been improved |  |  |  |  |  |
| Following the training, I feel my confidence has been improved |  |  |  |  |  |
| The training has supported my development towards my professional standards and performance management targets |  |  |  |  |  |
| Overall rating of the course |  |  |  |  |  |

|  |  |
| --- | --- |
| What areas/issues/training would you like to receive in relation to this CPD in future training? |  |
| Any further comments or suggestions |  |

With thanks