



At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

PROFESSIONAL DEVELOPMENT POLICY

Approved: Sept 2024

Date of next review: Sept 2025



Principles, Values & Entitlements

At Knights Enham Schools we value all our staff and governors and see them as education's best resource and we actively encourage their development. We recognise that Continuing Professional Development (CPD) promotes high morale, motivation, self-esteem and collegiality in the workforce. At Greenfield we believe in the philosophy that "effective teachers should take ownership and give a high priority to professional development". 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.

All staff members have an entitlement to high-quality induction and CPD. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs. Equally, governors need to have appropriate induction and training in order to carry out their duties effectively.

At Knights Enham Schools there is a commitment to staff development that balances school and individual priorities. Improving standards and the quality of teaching and learning will be the main focus for CPD planning and provision. However, professional development needs that individual staff members have identified also need to be considered. 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.

Professional development can take many forms and can be accessed –

- Externally, through training, further study, the Local Authority, Further Education institutions, subject associations and private providers
- Through cross-school, virtual networks and online learning
- Within school

Examples of professional development include; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school development events attendance at courses, visits to other schools and distance learning etc.

Leadership and Management of CPD

The Headteacher co-ordinates CPD for Knights Enham Schools and receives training as appropriate in order to fulfil this role effectively. The Headteacher is supported by the SLT and strategically by the link governor for training. The Headteacher lead is responsible for identifying the school's CPD needs and those of the staff working within it.



Strategic Implementation, CDP and Monitoring Plan Overview

The strategic plan is developed and is directly linked to the School Improvement Plan and the School Teaching and Learning Policy. The strategic plan is updated annually following the performance management meetings in the autumn term, after individual staff development needs have been identified. CPD planning will be informed by a range of sources:

- the needs of the school as identified through its self-evaluation (SEF) and outlined in the School Development Plan
- outcomes from the staff appraisal planning meetings, issues identified through other monitoring, e.g. OFSTED, external audit, moderation visits, Healthy Schools
- national and local priorities, e.g. national strategies, local authority strategies, local community priorities
- feedback from staff and others including governors, pupils and parents/carers through consultations, surveys etc.
- individual requests for CPD made outside of the performance management process

Budget

In order to demonstrate the impact of CPD on pupil outcomes, achieving school priorities, and, value for money, the strategic plan should be evaluated and reviewed prior to the beginning of the new CPD strategic planning cycle. This review should inform the subsequent whole school strategic plan.

The budget is targeted at the priorities identified by the school – those identified through the SIP etc. and those identified for professional development through the performance management process. The training needs of Early Career Teachers (ECTs) are recognised as a priority.

Staff and governors undertake joint training when and if appropriate and the Headteacher reports annually to Governors to inform the Governing Body of the on-going professional development of staff.

Performance Management Process appraisal

At Knights Enham Schools the CPD programme will be informed by staff training and development needs identified by the line manager and staff member at the annual performance management meeting.

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 members of staff.

If there are competing demands on the school budget between CPD identified for a member of



staff 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.

Supporting a range of CPD activities

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

Implementation of CPD

All staff who undertake training beneficial to whole school development are expected to feedback at either senior leadership, staff meetings or cascade session as appropriate. This may include schools where a collaborative relationship exists and similarly these schools will reciprocate.

Priority is given to staff with qualifications that are statutory and need to be regularly updated e.g. Health & Safety qualifications such as First Aid certification.

Arranging CPD

Local Authority courses are available for office based applications such as SIMs, FMS and MS Office through the LEAMIS team. A list of workshops available are published on LTS each year and staff should book these through the School Business Manager.

Applications for external courses must be discussed with the staff member's line manager and agreed by the Headteacher as these may involve funding for supply cover and will need to match SDP priorities or professional development needs indicated by appraisal or other reviews.

Applications for academic courses that involve a period of study leading to a recognised professional qualification will need to match SIP priorities or professional development needs indicated by appraisal or other reviews. These must be discussed with the staff member's line manager and agreed by the Headteacher.

It is the responsibility of all staff attending a day time course to arrange suitable cover with their line manager and leave appropriate work for their class.

All staff are required to complete a CPD Evaluation form (**Appendix 2**) following a training



course and provide this to their line manager/Headteacher.

Teaching and Leadership and Management Development

The SLT meet regularly to discuss issues relating to the organisation, progress, management and smooth running of the school. Staff development for teaching staff includes:

- a) the opportunity to plan, develop, monitor and evaluate school improvement initiatives
- b) to discuss and resolve issues relating to the school curriculum, ethos, personnel and community
- c) to 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.g. NPQH, Middle and Senior Leadership Pathways, Teaching School/other partners CPD programme and teacher networks
- e) the opportunity for succession planning e.g. shadowing, 'acting up' and mentoring/being mentored

Support Staff Development

All support staff, class based, office and premises, are encouraged to participate in the CPD opportunities for career progression e.g. Diploma in School Business Management, Level 2 TA award, Level 3 TA certificate, Higher Level Teaching Assistant status (HLTA) etc.

All support staff will undergo Performance Management meetings where targets will be set and training identified.

Governor Development

Governors receive an induction programme on appointment which includes an information pack, a tour of the school and a meeting with the Head teacher and an established governor. New appointees should also attend the LA's training for new governors, ideally within a term of their appointment. Governors are encouraged to develop their own knowledge and skills through LA provided courses and GEL (Governor online learning) details of which are provided by the clerk to governors. A skills assessment will be completed and training needs identified in order to ensure they are effective in their role.

Whole governing body training will be arranged under the Governor Development Service (GDS) package.

Review & Monitoring

Knights Enham Schools evaluates the impact that CPD has on teaching and learning and raising standards through monitoring (including feedback, evaluations, observations, work scrutiny, pupil voice, data analysis and appraisal).



Information on training opportunities is available to all members of staff through appraisal, staff and department meetings and other notifications such as email and notices.

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

Identified CPD for individuals within their personal teaching and learning will be recorded on the school coaching program and linked to a mentor (**Appendix 1**).

All monitoring is linked to the schools teaching and learning policy, focusing on the schools 5 milestones to success. All feedback, identified strengths and areas to be developed are reflected on the CPD outcomes form.

Health & Safety

All staff to receive appropriate health and safety training e.g. First Aid, Fire Safety Training. Such training will take place on school training days or staff meetings whichever is the most appropriate.

Clear health and safety procedures form part of school induction for all staff. The Governing Body recognises the duty of care towards staff and the need to promote staff health and well-being. All staff are informed of this at induction and helpline contact details are provided.

Equal Opportunities

Access to CPD is available to all school staff regardless of race, age, gender.

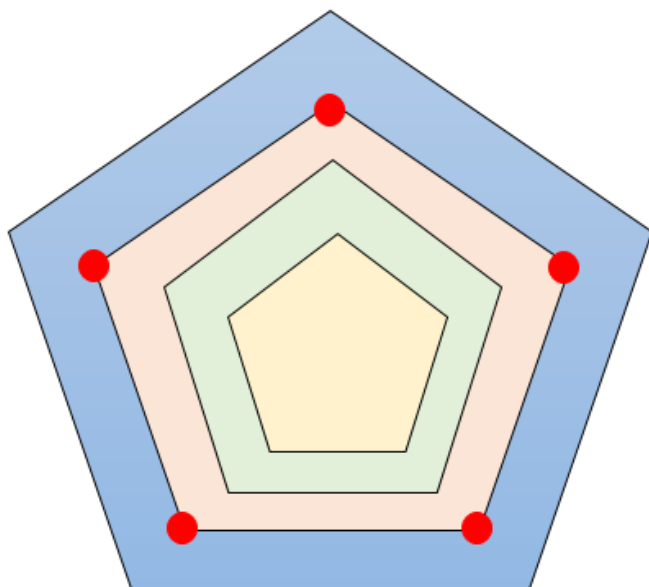


Appendix 1

Continues Professional Development

Teacher:
 Year group:
 Subject:

Securely good/ embedded	
Enhancing	
Developing	
Not secure	



Teaching & Learning	
What I observed:	I wonder:
Milestone 1	
Milestone 2	
Milestone 3	
Milestone 4	
Milestone 5	



Appendix 2
Knights Enham Schools
School CPD Evaluation form

Name:		Course date:	
Course title:		Venue:	
Summary of key learning points:			
Cascade required and to whom:			
Handouts/Links, further sources of reference:			
Considerations for SLT:			
Further learning/training required:			