



Continuing Professional Development Policy

Date: July 2020

Review date: July 2021

Approved by the Advisory Board: July 2020

Linked with other policies: Curriculum

Staff Handbook

Signed:

A handwritten signature in blue ink, appearing to read "S. Day". The signature is written in a cursive style with a horizontal line at the end.

Registered address: All Saints School (Lessingham) Limited. Company no: 10323174

Rookery Farm, Reynolds Lane, Potter Heigham, Great Yarmouth NR29 5LY

1. “Continuing Professional Development for staff is conceived broadly to include any activity or process intended to improve skills, attitudes, understandings or performances in present or future roles.” (Fullan, 1990)
2. The process of Continuing Professional Staff Development is as important as the INSET priorities and the Professional Staff Development Programme that emerges.
3. Continuing Professional Development (CPD) is intended for all staff, Headteacher, Teachers, Classroom Assistants, Mid-day Supervisors, Clerical staff, all other support staff and Directors.

In Service Training

1. The CPD process is co-ordinated by the Headteacher and a programme is presented to Directors on an annual basis.
2. The CPD programme reflects the development needs of the school as identified in the school improvement and development plan. It also reflects individual staff development needs as identified through the annual staff appraisal reviews, linked to the priorities of the development plan.
3. CPD is seen not only as fostering staff development, but also of developing the school as an institution. Both are seen as part of the same process not as two independent processes.
4. The CPD programme is funded through a combination of identified outside funding, linked to key priorities and additional funding from the school budget.
5. The 2 statutory CPD days are planned around whole staff training needs with respect to updating and keeping abreast of new initiatives both local and national, new legislation and government priorities. In addition, building networks and expertise within the school has been identified as a priority both in terms of developing good practice and developing the role of the school within the local community and extending inclusive practice. A balance is maintained between using expertise from outside the school and using the expertise and strength of the school staff. These whole school CPD days are planned around the needs of all the staff and where appropriate sessions are open to the administrative team, Directors, and Caretaker.
6. CPD opportunities for staff are very flexible and include courses delivered by external providers, opportunities to attend national courses and conferences, links with other schools, opportunities to observe good practice within school and opportunities for individuals to further develop their own personal development through accessing further education opportunities.
7. In order to evaluate the CPD programme staff are asked to complete an evaluation sheet and to provide information about their training to relevant staff in school. This feedback enables the CPD co-ordinator to plan effectively for the following year and for staff to be aware of the range and quality of CPD available.
8. Staff wishing to enrol on a CPD course are asked to fill in a form with details of the course and the impact the training will have on the students at the school as well as their agreement that they will cascade the information to relevant staff.