



Joseph Leckie Academy

Continuing Professional Development Policy

Approved by JLA Trust Board: 07/2022

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1. Principles, Values and Entitlements

1.1 This Academy is a “learning community” where all are involved in a continuous process of improvement and enrichment. We follow the DfE philosophy that staff should “take responsibility for improving teaching through appropriate professional development”. CPD will be coordinated by a named leader who will be a member of the Academy leadership team, but who will be assisted by others in taking this policy forward.

1.2 The Academy is committed to fostering a positive climate for continuous learning amongst its community. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention as well as promotion.

1.3 The central emphasis of CPD will be on the quality of learning, improving standards and developing leadership. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement. All members of staff have a responsibility to support the professional development of colleagues. CPD can operate effectively at a variety of levels - individual, team, whole school and through wider networks with an emphasis on collaborative learning.

1.4 All Academy staff shall have an entitlement to equality of access to high-quality induction and continuing support and development which addresses their needs and aspirations. Staff will have opportunities to discuss their professional development needs through performance management and other procedures. Arrangements for accessing CPD will be known to all staff.

1.5 CPD planning will be inextricably linked and integrated within the Academy’s Improvement Plan and be based on a range of information:

- The needs of the Academy as identified through self-evaluation.
- Issues identified through other monitoring, e.g. OFSTED, SIP reports.
- National and local priorities e.g. system priorities, local community priorities.
- Performance Management.
- Feedback from staff and others including Trustees, students and parents/carers.

1.6 The central features of the CPD policy will comprise:

- effective auditing and identification of need and aspiration.
- ensuring appropriate match of provision to the individual.
- reliable and explicit evaluation of the impact of provision.
- effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.

1.7 The Academy will use a range of types of provision and providers adopting ‘Best Value’ principles in determining these.

1.8 The Academy will have effective measures in place including the Teachers’ Standards Audit and Audit for Teaching Assistants to effectively audit the professional needs of staff and link these to the Academy’s self-evaluation and performance management system. Teachers have an accountability to produce and maintain a training plan through the Performance Management process.

1.9 The Academy's provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise particularly across the key areas identified in the appropriate Standards Frameworks.

The Academy will support professional recognition including accreditation of the workforce learning and development undertaken.

2. Identifying CPD Needs

2.1 The Academy will have a named CPD Leader who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD Leader will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.

2.2 The CPD leader shall be responsible for identifying the Academy's needs and those of the staff body. Such needs will be identified largely through existing mechanisms such as:

- Academy Improvement Plan (AIP).
- Academy self-evaluation.
- National and local priorities.
- Other internal and external monitoring and feedback evidence.
- Performance management (appraisal).
- Evidence from individual reflection and self-evaluation processes.
- Working Groups.
- Faculty and Departmental meetings.
- Link Leader meetings.
- Informal and formal discussions with individuals and teams.

2.3 The CPD leader will be responsible for ensuring that:

- Provision is organised and budgeted efficiently, e.g. to manage the budget, pass on details of courses, liaise with relevant people to arrange INSET.
- Provision is available at convenient times. The CPD leader will discuss with the Principal and Trust Board requests for changes to work patterns to enable training and development opportunities to be accessed in accordance with Academy policies.
- Current opportunities, including lifelong learning ones are communicated to the relevant staff and actively promote the value of CPD.
- A termly report is produced identifying impact of training and identification of training directly related to Academy improvement.
- Requests for accessing CPD are reviewed and present to SLT on a regular basis.

2.4 Through any needs analysis and the appraisal process, staff are encouraged to discuss individual training needs to be fed through to the CPD leader.

2.5 The CPD leader will be responsible annually for discussing with the Principal and reporting to the Trust Board the main priorities in terms of training and development, the current provision, impact and the likely budgetary implications of addressing these needs. Any CPD strategy updates will also be delivered at other Trust Board meetings throughout the academic year and will be included as part of the Principal's reports.

2.6 Any development or training requirements any training or development needs should be recorded through either the Training and Development Needs form on SharePoint or the External CPD Request form. These will be monitored by Heads of Department/Faculty and the CPD Leader to evaluate which opportunities can be made available for staff. When needs the CPD Leader will raise requests with the Principal.

2.7 The CPD leader shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the Academy community:

- Induction of: Early Careers Teachers (in conjunction with the ECT Professional Tutor); Instructors and others in their early years in the profession with the support of the Specialist leader of Education (SLE) or other identified staff.
- Induction of other staff new to the Academy or role in conjunction with the ECT Professional Tutor.
- Teachers (qualified and unqualified).
- Middle Leaders (emergent leaders) e.g. HOF/D, HOY, HOH, KS Leaders.
- Principal, senior leaders and other leaders.
- Teaching assistants, technicians, learning mentors and support workers.
- Administrative staff.
- Support staff (including the librarian, IT Technicians, etc...)
- PGCE trainee teachers (in conjunction with the PGCE Professional Tutor).
- Schools Direct trainees (in conjunction with the SD Professional Tutor).
- Staff who require additional support as identified through the Appraisal process.

2.8 The CPD Leader will be responsible for ensuring that providers are of sufficient quality and for ensuring the efficient provision of opportunities.

3. Planning for effective CPD

3.1 In ensuring that provision meets 'Best Value' principles, the Academy will adopt the principles for effective CPD. The Academy's provision will:

- Meet identified individual, academy or national development priorities.
- Be relevant and inspiring.
- Be based on good practice, current research and inspection evidence and have a valid, theoretical underpinning.
- Be based on, where appropriate, relevant standards.
- Help raise standards of students' achievements.
- Respect cultural diversity.
- Be provided by those with the necessary experience, expertise and skills.
- Be planned systematically and follow the agreed programme except when dealing with emerging issues.
- Provide value for money.
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

4. CPD Provision

4.1 **Supporting a range of CPD.** The Academy will support a wide portfolio of CPD approaches identified according to 'Best Value' principles and which reflect the learning effectiveness of the participants. At the start of each Academic year all staff will be offered a range of CPD

opportunities in the form of a menu, from which staff can choose areas they wish to engage with. Alongside this staff are encouraged to investigate any additional CPD opportunities. Examples of these include:

- In-house training using the expertise available within the Academy e.g. collaborative teaching, planning and assessment, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem- solving, modeling, TEEP Level 1 training for all staff, TEEP level 2 training opportunities, training/support from TEEP Level 2 and 3 staff and the SLE.
- Engaging with CPD suggestions, advertisements or individual research opportunities presented through the half termly CPD Circulars.
- Coaching and mentoring and engaging in a learning conversation, including cross- curricular groups and TEEP groups.
- Job enrichment/enlargement e.g. a higher level of responsibility, acting roles, job rotation, shadowing, leading meetings.
- Involvement in the Academy's Working Groups
- Producing documentation or resources e.g. curriculum development, teaching materials, assessment packages, ICT or instructional videos.
- Accessing an internal or external consultant/adviser or relevant expert such as local or national Leaders of Education, Middle Leaders, Senior Leaders, Outstanding Teachers, Level 2 and Level 3 TEEP staff within and beyond the Academy
- Attendance at a lecture, course or conference
- School visits to observe or participate in outstanding and successful practice
- Involvement with a governing body
- Support for postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as: NVQs, Higher Level Teaching Assistants, NCSL programmes, Foundation, Further and Higher Degrees and other research opportunities.
- Distance learning e.g. relevant resources such as educational journals and publications, training videos and reflection.
- Practical experience e.g. exam marking experience, opportunities to present a paper, contribute to a training programme such as TEEP, supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association.
- External partnerships e.g. with a colleague, group, subject, phase, activity or Academy based; team meetings and activities such a joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as through The Manor Teaching School Hub or partner universities.

4.2 **New staff induction.** The Academy aims to:

- Ensure that all staff are effectively inducted into the Academy and feel supported.
- Maintain a consistent whole school approach to exemplary Teaching and Learning including the set-up of (TEEP).
- Establish professional and positive relationships between new and existing members of staff.
- Aid staff in establishing themselves quickly into their appointed role.

The induction programme includes both generic and personalised provision for each new member

of staff and includes the following:

- Communication with any new appointees prior to the appointee's contractual start date.
- All new members of staff will be invited for formal induction at the Academy. For staff joining in September, this will be hosted in July. For staff joining mid-year, an induction day will be arranged prior to taking up post.

The Academy will provide practical information for each new appointee. This will include:

- Key Academy information: map, timings, staff lists, internal telephone directory, term dates, Academy diary and the absence policy and procedures.
- Key Departmental information: timetables, class lists, schemes of work with relevant resources, access to class records and assessment data and relevant paperwork and policies.

4.3 Early Career Teacher (ECT) Programme. The Academy aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

The ECT Induction Programme:

- The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- Prior to the ECT serving their induction, the Principal and The Manor Teaching School Hub must agree that the post is suitable.
- For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.
- The programme is quality assured by The Manor Teaching Hub/The Manor Teaching School, our 'appropriate body'. ECT's will follow the Online Induction Programme as set by the Manor Teaching Hub.
- ECT's will follow the JLA internal CPD Programme for ECT's whereby they attend 20 training sessions spread across the year related to a particular area of working or teaching and learning at JLA.

4.4 External CPD. To access external courses, staff must submit an 'External CPD Request Form' to the CPD Leader. All forms must be signed by the HOD/F or Line Manager before submission.

The application procedure for external courses is as follows:

- Discuss course request with Line Manager or HOD/F
- Complete the 'External CPD Request Form'
- HOD/F to sign off course/cover request
- Courses considered by the CPD Leader, SLT and the Principal

The Principal and Leadership Team will consider the course, needs of the individual and impact on the Academy. This includes the benefits to the individual, faculty/department and Academy, as well as cover implications and cost.

Following the completion of the training, the member of staff should complete an 'Evaluation of Training Form'. This will allow the Academy to evaluate the impact of training and quality of providers.

5. Recording and Disseminating Good Practice

5.1 All those engaged with CPD will be encouraged to:

- Reflect on their development using appropriate mechanisms such as the Teachers Standards as part of performance management.
- Seek professional recognition, including accreditation for the work undertaken. The CPD Leader will provide directly or organise guidance to staff on how such recognition can be achieved.

5.2 The staff participant will be responsible for disseminating information with relevant people such as within a faculty/department during moderation or INSET time. TEEP and sharing practice is a standing item in all faculty/departmental meetings.

5.3 Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will take responsibility for the organisation, e.g. circulating relevant resources, a session at a staff meeting, introducing a teaching or learning strategy, inclusion on the CPD Circulars or inclusion on the Academy website.

5.4 Middle Leaders shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to appropriate staff.

5.5 The CPD Leader will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.

6. Monitoring and Evaluation of CPD

6.1 The CPD Leader will review as commissioned provision from commercial suppliers and whether any aspects of the CPD provision including identified programmes and the quality of training providers, do not represent value for money and make appropriate recommendations to the Principal and Trust Board. This will contribute to the annual review of CPD.

6.2 The CPD Leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD Leader shall be committed to ensuring that CPD systems and procedures conform to current research findings.

6.3 This will be undertaken at a variety of levels and at intervals including:

- Immediate/short term evaluation by participants.
- Longer term follow-up for a sample of CPD undertaken.
- Informal discussion with colleagues about improved practice.
- Feedback on the effectiveness of CPD opportunities as part of appraisal.

6.4 Use will be made of appropriate DfE and other associated documents to assess impact, comprising of hard objective data as well as:

- Student and Academy attainment.
- More effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches.

- A culture of supporting success and effort.
- Staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness.
- Grading on lesson observations and drop-in feedback.
- Student enthusiasm, engagement and commitment.
- Recruitment and retention.
- Career progression/promotable staff, including succession planning.

6.5 Staff will evaluate CPD opportunities to allow impact to be measured and identify the opportunities to disseminate to other staff via an electronic evaluation form, recording any relevant feedback. The CPD Leader shall be responsible for assessing the value for money by monitoring and evaluating impact.

7. CPD Request Forms and Links with Other Policies

7.1 CPD request/feedback forms can be found on SharePoint Staff Noticeboard.

7.2 This policy links to the following documents:

- Appraisal Policy
- ECT Induction Policy
- Staff Appraisal Policy
- Staff code of conduct
- Teaching and Learning Policy