



Stanford in the Vale CE Primary School Policy on Continuing Professional Development (CPD)



1 Introduction

- 1.1 Our school values all the people who work within it. Our vision statement makes clear that it is our intention to enable our children and staff to reach their highest level of personal achievement.

'At Stanford in the Vale Primary School, we aim for everybody to flourish in a loving community by 'working together to achieve together', with all achieving their individual potential to be the best they can be through the values of Love, Hope and Community.'

A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. Expenditure on the professional development of teachers and other staff is critical to and directly related to raising standards in the classroom. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

- 2.1 All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities, such as:

- priorities identified in our school improvement plan;
- appraisal,
- DfES guidance for Early Career teachers;
- priorities identified in the LA's Educational Development Plan (EDP).

- 2.2 Our school ensures that all staff and governors have equality of opportunity, without discrimination, in seeking the highest level of personal achievement.

- 2.3 All staff will receive a planned induction programme, developed collaboratively with their mentor and the head teacher.

- 2.4 All staff (teaching, support, clerical, catering and maintenance) undertake an annual appraisal and observations so that professional development needs can be identified, and negotiated targets can be supported.

- 2.5 The school recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.

- 2.6 Early Career teachers (ECTs) are entitled to a specific programme of support and development, and after twelve terms (2 years), they are assessed against national Teaching Standards. ECTs are entitled to a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range in year one and no more than 95% of the timetable of the school's existing teachers on the main pay range in year two to enable them to undertake activities in their ECF-based induction programme. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive. They are entitled to a mentor, an induction tutor, and a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework. Regular progress reviews will take place throughout the induction period, including two formal assessment meetings and progress reviews in terms where a formal assessment does not occur.

- 2.7 New governors will be eligible for New Governors Training, provided by the OCC. We will also support our governors with training of our own, or LA training linked to our school improvement plan and their own CPD training plan.

3 Equality

- 3.1 All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that our school promotes equality for all. Induction for new staff addresses



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equality. Members of the governing body too have identified their training needs in relation to equality.

4 School improvement plan

4.1 The professional development of staff is linked to our school improvement plan. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will take account of the related professional development needs. Funding for professional development is identified in the school budget.

5 Evaluation and dissemination

5.1 All professional development activities are monitored for their impact on school performance. Opportunities to disseminate to other members of staff are found within staff meetings or a teacher development day.

5.2 The admin officer records all professional development undertaken in and out of the school, within a CPD document.

5.3 The admin officer prepares a termly update for the headteacher's report to governors, which informs the governors' of training undertaken.

6 CPD programme

6.1 The CPD programme offers staff a wide range of development opportunities:

- review of job description;
- induction;
- appraisal;
- staff training days;
- staff meetings;
- joint training sessions for staff and governors;
- paired reviews of children's work;
- paired lesson observations;
- membership of working groups;
- conferences and seminars;
- coaching and mentoring from more experienced and trained staff;
- research opportunities in and outside of school;
- membership of local and regional networks;
- membership of professional associations;
- placements and secondments;
- European exchanges.

7 Appraisal

7.1 Appraisal is an entitlement for all staff, including the headteacher. The aim is to help staff improve, by agreeing and reviewing priorities within the context of the school improvement plan. The outcomes of appraisal reviews help to set priorities for future planning and professional development. They also inform decisions about pay awards.

8 Monitoring and review

8.1 This policy is monitored by the professional development coordinator and the governing body, and will be reviewed every two years, or earlier if necessary.

Reviewed: October 2023

Next Review: October 2025