



# **CPD Policy**

**Updated: February 2023**

**Approved by: Executive Lead of Education, Teaching & Learning and Achievement**

**Review date: February 2025**

## Continuing Professional Development (CPD) Rationale

At Elston Hall Learning Trust we value all our staff, Trustees and governors we see them as education's best resource and we actively encourage their development. We recognise that CPD promotes high morale, motivation and self-esteem. Staff Development is necessary to ensure that staff have the skills, knowledge and understanding to deliver the school aims. It is important that the Trust 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 continuing professional development. All staff will have opportunities through performance management and other mechanisms to discuss and make requests regarding their professional development needs. Equally, Trustees and governors need to have appropriate induction and training in order to carry out their duties effectively.

Improving standards and the quality of teaching and learning will be the main focus for CPD planning and provision. However, individual development of staff is essential to ensure personal development, in order to build the leadership capacity within the Trust as well as raising standards in teaching and learning.

- This will be facilitated by creating learning communities within the schools and across the Trust, in which an ethos of support and collaboration has been built.
- Externally, through training, further study, the Local Authority, Further Education institutions, subject associations and private providers
- Through collaboration with Connect Ed (who act as appropriate body) – ECTs, RQT's, ITT's
- Through cross-school support within the Trust delivered by senior leaders, SLE (senior leaders of education) and collaborative network meetings
- Within school during weekly CPD sessions.

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.

## Identifying the most effective CPD

### CPD action plan

The Headteacher and other school leaders are responsible for identifying the school's CPD needs for staff working within it. A whole school CPD action plan which will be linked to and integrated with the School's Improvement Plan (SIP)

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 Improvement Plan;
- outcomes from the staff performance management planning meetings
- issues identified through other monitoring, e.g. OFSTED, external audit, termly reviews;
- national and local priorities e.g. national strategies;
- feedback from staff and others including trustees, governors, pupils and parents/carers through consultations, surveys etc;
- individual requests for CPD made outside of the performance management process.

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

- The budget is targeted on the priorities identified by the school – those identified through the SIP and those identified for professional development through the performance management process.
- The training needs of Early Career Framework Teachers (ECTs) are recognised as a priority.
- Staff and governors undertake joint training when and if appropriate.
- The Headteacher reports termly to Governors to inform the LGB of the ongoing professional development of staff. CEO reports a summary of training to Trustees

The school will ensure that it will use resources carefully to support CPD and that the budget is used to ensure best value.

## Performance Management

- CPD programme will be informed by staff training and development needs identified by the reviewer and reviewee at the performance management meeting.
- The Trustees/LGB 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 reviewees.
- Teachers cannot be held accountable for failing to make good progress towards meeting their performance criteria where the agreed CPD recorded has not been provided
- Although performance management procedures are statutory only for teaching staff, the school has chosen to address the CPD needs of support staff by ensuring a performance management procedure is also used for every member of support staff. Teaching support staff are encouraged to apply for further training if it is felt appropriate during discussions e.g. HLTA course

## Implementation of CPD

### School CPD

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.

- All staff who undertake training beneficial to whole school development are expected to complete a feedback form to share with other leaders in other schools and deliver CPD to colleagues, if appropriate.
- Priority is given to staff with qualifications that are statutory and need to be regularly updated e.g. Safeguarding, Health & Safety qualifications such as First Aid certification.
- All external courses are booked through – Dawn Cooper to ensure a record of all CPD across the Trust is recorded as well as at a school level
- Applications for all courses must be discussed in the first instance with the Headteacher

and then with the Executive Lead of Education, Teaching & Learning and Achievement – prior to booking.

### [Cross Trust CPD](#)

Throughout the year there will be various opportunities for Trust collaboration to support professional development. Such as;

- Collaborative planning during PPA each week
- Subjects leaders holding network meetings termly
- Early years and SEND attending Trust network meetings
- Cross Trust moderation sessions
- ECT and RQT training meetings
- Initial Teacher Training programme meetings
- Whole Trust curriculum meetings

These are all designed to enable Good practice to be shared, for teams to work collaboratively on teaching/learning projects, exchanging ideas and opportunity to discuss any issues which may have arisen so support can be offered.

### [ECT/RQT/ITT CPD](#)

The Trust provides a yearly CPD programme in collaboration with the appropriate teaching hub for ECTs and RQTs. This provides a variety of ‘live’ observational sessions and theory based activities delivered by a range of experienced leaders across the Trust.

ITT students CPD is provided from within the Trust in collaboration with the universities. Elston Hall Learning Trust works with both Wolverhampton University and Birmingham City University. Students attend university based training throughout the year but the majority is delivered by the school/Trust. The students attend all whole school CPD sessions within their designated school but additionally cover a programme of personalised CPD similar to ECTs with observations, discussions and theory based tasks in order to support their development.

### Leadership CPD

The Senior Team meet regularly within their schools to discuss issues relating to the organisation, progress, management and smooth running of the school, sharing Good practise and offering support from within the leadership team. Development for leaders at all levels e.g. middle/senior includes –

- a) opportunity to plan, develop, monitor and evaluate school improvement initiatives
- b) discuss and resolve issues relating to the school curriculum, ethos, personnel and community
- c) respond to LA and national initiatives at a school level
- d) encouragement to participate in external CPD opportunities for career progression e.g. Leading from the Middle, Leadership Pathways, Aspirant Leaders
- e) opportunity for succession planning e.g. shadowing, 'acting up' and mentoring/being mentored

### Governor/Trustee Development

Trustees/Governors receive an induction programme on appointment. Trustees/Governors are encouraged to develop their own knowledge and skills through SLA with external training companies e.g. S4S, Governor skills audits will be completed to support Trustees/Governors in identifying their own training needs in order to ensure effectiveness in the role.

Yearly, governance evenings will be held for all Members, Trustees and governors to provide updates on Trust initiatives, Trust assessments and yearly safeguarding requirements. Whole governing body training will be arranged periodically as needs arise or particular issues are identified.

### Review & Monitoring

- Elston Hall Learning Trust evaluates the impact that CPD has on teaching and learning and raising standards through monitoring (including observations, work scrutiny, pupil voice), data analysis and performance management.
- Information on training opportunities is available to all members of staff through; performance management, staff and phase meetings and other providers. LA training

information is all accessible.

- Staff will have an opportunity to discuss individual professional development needs with their line manager, specifically during the performance management process, but at other times as necessary, by arrangement.
- The Headteacher to provide details of budget spending priorities to the Local Governing Board.
- Senior Team to inform staff of whole school training priorities linked to the school improvement targets
- Details of staff CPD to be reported annually in the Head of Schools termly report to governors.
- All staff who undertake training beneficial to whole school development are expected to feedback/disseminate at a department and/or staff meeting.
- Professional qualifications arising from training organised/paid by the school to be reported to the Local Governing Body and Trustees

#### [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. Staff are encouraged to balance the attendance at courses with life and school priorities.
- Clear health and safety procedures form part of school induction for all staff.

#### [Equal Opportunities](#)

Access to development opportunities must be available to all school staff regardless of race, age, gender, disability. Provision must conform to the requirements set out in the school's Equal Opportunity Policy.

#### [Other relevant documents:](#)

- Staff performance management policy
- Equal Opportunities
- CPD action plan