

# St. Antony's Catholic Primary School



## Continuing Professional Development Policy

### Learning Together In God's Love

Agreed by Governing Body: Autumn 2024  
Reviewed by Staff : Autumn :2024  
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## Our Mission Statement



**At St. Antony's Catholic School we celebrate our special talents as children of God:**

**We try to be like Jesus and always keep him in our hearts.**

**We work together in our homes, school and parish to share our gifts and learn together.**

**We understand that we are all different and we respect each other.**

**We look after our world so that we may share it together in peace.**

St Antony's Catholic Primary School is part of the multi-cultural London Borough of Newham.

We value our Christian ethos and therefore respect the Cultures and Faiths of all.

### Introduction

This policy sets out our school's commitment to Continued Professional Development (CPD) and the entitlements and responsibilities of all staff to assume responsibility for their own Professional Development.

We believe in the Department for Education's philosophy that '*effective teachers should take ownership and give a high priority to their own continued professional development*'. We believe that a coherent and progressive opportunity to develop professionally and personally both improves and sustains standards at high levels and raises morale through personal and professional fulfilment as well as assists with recruitment and retention. CPD complements the school improvement plan (SIP) and is connected to it through the school's performance management process.

The performance management regulations require a consideration of the employee's training and development needs and the actions which will be taken to address them and that this should have regard to the employee's professional aspirations. Those requiring further training and development in any area, will receive same linked to the needs of the school for the benefit of the institution as a whole and not merely for individual's own personal and professional development. All training, to be deemed purposeful must be mutually beneficial.

This policy sets out the CPD entitlements for newly qualified, pre -threshold and post threshold teachers and the leadership group. All staff is encouraged to regularly review their professional development plan within the context of the school's performance management process. All those involved in the school community shall have an entitlement to equality of access to high-quality

induction and continuing support and development with the understanding that all training is geared ultimately towards overall school improvement and the drive towards raising and maintaining the highest academic and professional standards.

Staff members have a responsibility to routinely evaluate their own performance and to assess their competencies and skills against the relevant agreed professional standards/targets set and maintain a professional portfolio/record of evidence and achievements with their line manager. This record of evidence (i.e. "teacher/staff on a page") will be used as a point of reference for each individual employee's performance appraisal review process.

### **CPD Links within the school**

This policy recognises the relationship between CPD and the priorities that impact upon the work of the school particularly those outlined in the:

- The SEF and SIP
- The Professional Standards for Teachers
- The Leadership Standards
- Staff Appraisal (performance management)
- Job Descriptions and Person Specifications
- Career and Pay Progression
- Recruitment, Induction, Retention and Succession Planning

### **The Aims of CPD are to ensure:**

- Continued improvements in the quality of teaching, pupil learning and standards of attainment/achievement.
- Continued review, and implementation of new approaches to classroom practice.
- Opportunities for all staff to take responsibility for updating their skills and knowledge according to their job and career aspirations.
- Guidance in career planning and professional aspirations and development.

### **The Expected Outcomes of CPD are:**

- Improvements in the individual's professional knowledge, skills and understanding of the expectations for their job
- Improvements in the individual's motivation and confidence to heighten job satisfaction
- To foster career development and career progression
- Individual staff members taking appropriate responsibility for their own CPD
- The continued development of expertise throughout the school
- Raised standards in the quality of teaching and learning and pupil attainment

- Quality assured provision of consultancy, training and development.
- The continual dissemination of good practice.

**The Pre-Threshold Teachers' Planned CPD Opportunities are to:**

- Receive purposeful and supportive induction
- Be mentored, routinely observed and receive constructive feedback including "next steps" targets with a view to developing outstanding professional practice
- Have an agreed allocation of time to observe good practice (at least 1 lesson per term), develop particular aspects of teaching/learning through exposure to internal or external training and take significant responsibility to garner pedagogical learning from this process
- Access a named professional mentor to support the process of building professional competence /good practice
- Have opportunity over time to have responsibility for an area of the school's curriculum initially to shadow or work in a team-ultimately to lead
- Be coached/trained by the school's SENCO/SLT in relevant aspects relating to the provision for pupils with SEND/EAL/G&T needs
- Be trained in the effective use of ICT to use and apply in lessons and track pupil progress
- Have an input into the planning procedure development of the relevant schemes of work
- Work as an integral part of a team/phase/task group
- Be given opportunity to organise and run a subject/key stage meetings over time
- Be taught to analyse and assess pupils' work and progress with other colleagues
- Observe good practice within or outside the school
- Assist with organising school events, visits and trips
- Participate in paired observations or collaborating in a 'critical friendship' process
- Take part in team teaching exercises with a view to developing pedagogical skills
- Over time assist with supporting/inducting new staff, students, volunteers

**Planned CPD Opportunities (provided through links with other schools)**

Affords staff opportunities to:

- Observe Advanced Skills Teachers or teachers with specialist training appropriate to the needs of the school
- Be supported by subject specialists (MFL/PE/Music) and receive developmental feedback
- Meet with other teaching professionals involved in research and development activities ( for NPQH, MA, PHD and other areas of study)
- Visit/Observe and/or teach in other schools to gather effective practice ideas

- Experience CPD opportunities available beyond the school's capabilities for special projects: Film and animation/ICT, Music, Dance, Drama, Swimming, gymnastics
- Opportunities to access training, which focuses on generic aspects of effective teaching and learning (linked to Threshold Standards), or
  - subject specific curriculum issues (linked to Threshold)
- Receive coaching support from a subject specialists with effective lesson planning
- Participate in the DfE's Early Professional Development (EPD) Programme
- Become a member of a subject specific professional body/network
- Access CPD websites for training opportunities

### **Planned CPD Opportunities within the School For Post Threshold Teachers**

Opportunities to:

- 'Shadow' the work/practice of a middle manager
- Access a named professional mentor to support the process of building up a professional portfolio
- Mentor less experienced members of staff using a criteria
- Problem-Solve and make decisions which impact more widely than on ones own teaching under the guidance of a line manager/SLT
- Be coached/trained in lesson observation and giving developmental feedback
- Participate in paired lesson observations with SLT/AST
- Shadow a senior colleague with the target setting process
- Be trained in the use of data analysis as a tool for raising attainment
- Access training on budget management
- Receive training in time/workload management
- Represent the school in the wider community
- Coach/train/support less experienced staff
- Provide support and guidance for staff with particular professional issues
- Shadow leaders/managers/SLT
- Organise and run subject/key stage or staff meetings
- Engage in rotation of jobs, tasks or roles
- Cover/Stand in for another member of management staff
- Deliver or participate in in-house training
- Support/induct new staff, students, volunteers

### **Planned CPD Opportunities Provided through links with other Schools for post threshold staff**

Opportunities to:

- Observe experienced Advanced Skills and Master Teachers teaching the relevant subject and to team teach with professionals at the highest level
- Visit and/or teach in other schools to gather effective practice ideas

- Observe relevant subject specialists within similar schools
- Work with Schools that are recognised centres of excellence

### **CPD Opportunities available beyond the School**

Opportunities to:

- Access a register of best practice within the LA/Deanery
- Attend training programmes on 'Skills/Leadership Development'
- Attend training programmes on lesson observation skills
- Attend training programme on effective subject leadership
- Access training on monitoring of lesson plans/workbooks/progress
- Receive coaching from relevant subject specialists/AST in outstanding schools
- Become a member of a subject specific professional body/network
- Apply for a Best Practice Research Scholarship from the DfE
- Apply to the DfE for the Teachers International Development (TIPD) Programme
- Participate in the NCSL Leadership Programmes

### **Planned CPD opportunities within the School for those in leadership**

Opportunities to:

- Participate in an induction programme for leaders
- 'Shadow' the work of an experienced/outstanding school leader
- Access a named professional mentor to support the process of building professional leadership practice
- Mentor middle managers
- Chair meetings (whole staff/phase group/parents/community)
- Contribute to the strategic planning processes
- Receive training in the use of new technologies for leadership and management
- Shadow a senior colleague during their teacher review process
- Be trained in the use of data analysis as a tool for raising attainment
- Access training on financial and personnel management
- Receive training in time/workload management
- Represent the school in the wider community
- Undertake a school wide project management role (building works etc)
- Provide support for staff with particular professional challenges
- Gain expertise in legal issues relating to managing a school
- Develop school policies such as performance appraisal/management, pay and CPD
- Engage in rotation of jobs, tasks or roles with other SLT members
- Stand in/cover for another member of senior staff



- Deliver in-house training/insets
- Support/induct new staff, students, volunteers

### **Planned CPD Opportunities Provided by links with other Schools**

Opportunities to work across the OLOG MAT:

- Observe and shadow leaders (leadership styles/strategies) in other schools
- Visit and work with staff and subject leads/ co-ordinators/SLE/NLE
- Gain an understanding of a range of models of school organisation
- Work with Beacon Schools and other recognised centre of excellence
- Develop expertise in quality assurance systems work with community groups

### **CPD Opportunities available beyond the School**

**Staff may be given opportunities to do one or**

**more:**

- Access a register of best practice within the LA
- Attend a training programme on communication skills
- Attend a training programme on teambuilding
- Access a CPD website of LA provided and brokered training opportunities
- Attend training programme for NPQH or other professional qualifications as is relevant to the staff
- Access a range of training on "Management of Change" and use of "Emotional Intelligence"
- Attend LA programme for HTs/DHTs/AHTs/SENCO
- Attend training in project management linked to any curriculum area
- Apply to the DfE for the Teachers International Development (TIPD) Programme
- Attend Leadership Pathways Training Programme

### **CPD Leadership**

The CPD manager for the school should usually be the HT or a member of the SLT and is responsible for ensuring, where possible, that training providers are of the highest quality, ensuring the efficient organisation of development opportunities for all staff.

### **Provision and Resource Allocation**

The School Improvement Plan and budget allocation for the current or next school year has a direct impact on the range of CPD opportunities that can be supported within each term. As there is normally a set limit or budget for CPD, funding priority will be given to training that will raise standards where it is most needed within any given school year based on priorities set by the governing body and the SLT.

Provision for any training and development for staff, either on or off-site, can be accessed from a range of sources. The proviso remains that those delivering the training or development activity should have proven recent or current experience and success at delivering the highest quality, and that they operate within a quality assured framework. Potential sources are:

- School staff who have particular knowledge, expertise or experience
- The local partnership of primary, secondary and special schools (i.e. OLOG);
- Local authority advisory experts/consultants and link inspectors;
- Advanced Skills Teachers;
- Universities and colleges;
- Private sector companies.

The training or development activity arranged for individuals or the whole staff could take place:

- In twilight sessions;
- On school closure days/inset days;
- During the school day, subject to appropriate cover being available;
- On weekends (for school governors) or during school holidays ( where staff agree voluntarily or as per school policy).

### **Funding**

- Planned use of school budget;
- Planned time for duties e.g. subject leadership, assessment, SEND as recognised in the School Improvement Plan;
- External funding opportunities.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for all appropriate school personnel. With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a member of staff to meet their individual objectives/targets; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Accountability for failing to make good progress towards meeting set performance criteria by all staff must always be assessed against the level of support provided by the school through its CPD process.



## **Professional Development Records**

To further recognise the level of commitment to CPD by the school, the CPD manager (the HT) or SLT working under the leadership of the head teacher, should ensure that all staff receive clear guidance on their roles and responsibilities based on their job description/specification. This has direct implications for the scope and range of training and development which might be warranted to effectively carry out their job; in addition to their individual career stage and professional aspirations.

A Professional Development Record (PDR) should be kept as evidence of training and development facilitated by the school as staff achievements and the Continuing Professional Development activities undertaken have a direct impact on individual staff members' appraisal objectives and on the School Improvement Plan. Staff Professional Development Records can take a range of formats and could be done on an individual basis or compiled on a whole school/staff basis or on a phase or key stage basis.

### **The Professional Development Record will:**

- Compile evidence over time based on range of courses
- Training or insets attended and may also table achievements through performance or professional review where appropriate.
- Contain information about your training and development in terms of costs, source of delivery along with relevant context for your team, department or school
- Contain evidence that may contribute to career and pay progression.

## **Monitoring Outcomes and Evaluating Impact**

The SLT as the school's CPD leads will monitor and evaluate the degree to which the Staff CPD have been cost effective in terms of quality of provision, identified outcomes meeting original needs, and impact on the performance criteria set out in the SIP. Such reviews take into account evaluation and feedback information, and will contribute to school self-evaluation, the SEF and future School Improvement Plans. Various means of evaluating CPD will be employed, and will form an audit trail for monitoring purposes. These might include:

- Evaluation forms from courses, insets, training and network meetings held internally and externally ;
- Short and long term planning generated as a result of courses/training attended;
- Feedback at meetings or staff information sessions;

- Pupil monitoring/assessment systems instituted by virtue of training;
- Evidence from Performance Management monitoring/appraisal and review systems;
- Work scrutiny/ monitoring showing progress as a result of CPD.

### **Review**

As part of the Head teacher's PM responsibilities she will report annually to governing body on:

- The teachers'/staff's training and development needs;
- The effectiveness of the CPD policy and practice across the school.