



POLICY FOR CONTINUING PROFESSIONAL DEVELOPMENT

Principles, Values and Entitlements

Rose Bridge Academy believes that all staff should be involved in a continuing process of improvement. The academy is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, whole school and through wider networks.

Rose Bridge Academy believes that a carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.

All those involved in the academy shall have an entitlement to equality of access to high-quality induction and continuing development.

The academy will have effective measures in place to audit the professional and personal needs of staff and link to the performance excellence system.

The focus of CPD will be on improving standards and the quality of teaching and learning. The academy will ensure that mechanisms are in place to disseminate good practice in CPD that supports and improves teaching and learning.

CPD planning will stem from the Academy priorities (see figure 1).

All forms of professional development will be based on the following principles:

- all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work
- all staff will have regular opportunities to discuss their development needs and professional aspirations
- all staff have a responsibility to participate in academy focused CPD and personal career development



Figure 1



Leadership and Management of CPD

The academy has a named CPD leader (Lee Fazackerley, Deputy Headteacher), who will have responsibility for the leadership and management of CPD.

The CPD leader is responsible for collating the CPD needs of the academy and the staff.

The CPD leader's main responsibilities will be to:

- Promote CPD as a central element of performance excellence and achievement of academy priorities
- Identify the academy's CPD needs through mechanisms such as: school self-evaluation and analysis of performance excellence targets
- Discuss with the Headteacher and governing body the main CPD priorities and the budgetary implications
- Report to the governing body on the provision and impact of CPD
- Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions
- Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training
- Regularly and accurately update records of the training undertaken by colleagues

Planning for CPD

The academy arrangements for CPD need to balance the use of resources with the priorities of the academy. The following criteria will be used to support the decision making process to achieve such a balance:

- are planned systematically and follow an agreed programme to meet identified individual, department or academy development priorities (figure 1)
- are based on good practice – in development activity and in teaching and learning
- help raise standards of students' achievements
- are provided by those with the necessary experience, expertise and skills
- are based, where appropriate, on relevant standards
- make effective use of resources
- provide value for money
- have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision

Supporting a range of CPD activities:

The academy will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the academy. These CPD approaches may include:



- attendance at a course or conference
- in-house training using the expertise available within the academy, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise
- academy -based work through accessing an SLE/NLE or relevant expert such as an advanced skills or lead practitioner
- visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances
- research opportunities
- distance learning, e.g. relevant resources, training videos, reflection, simulation
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network, become involved in local and national networks
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity
- creating an improved learning environment within the academy.

Assessing the impact of CPD:

Annually the CPD leader shall conclude his/her report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- student and academy attainment
- improved teaching and learning
- increased pupil understanding and enthusiasm
- increased staff confidence
- increased evidence of reflective practice
- recruitment, retention and career progression/promotable staff