



CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Introduction

Purpose

The Mission statement sets out our work as a school, where all members of the community aspire to “Become the best we can be”. Our work as a Catholic school is therefore to enable all staff to provide the highest possible quality of service to the school and the students, through investment in training to meet the professional development needs of staff (CPD). This aspect of the school’s work is monitored within the annual cycles of staff appraisal for both teaching and associate members of staff.

Aim(s)

- i. To ensure that appraisal processes accurately identify the professional development needs of all staff.
- ii. To provide high quality, cost effective CPD in meeting identified needs.
- iii. To ensure that CPD is focussed on demonstrable improvements to student outcomes.
- iv. To ensure that CPD is central to the development of a positive culture of continuing professional development.
- v. As far as possible, to adopt collaborative approaches to staff development, in building a community of learners.
- vi. To ensure that CPD is linked and integrated with the school’s improvement plan.

Objectives

- i. To make sure that all staff have an annual review and an opportunity for a mid-year progress review.
- ii. To prepare a costed training programme annually, to address identified needs.
- iii. To build meaningful evaluation into CPD that takes place, enabling the school to ascertain the most effective types of CPD in helping students to maximise their progress and development as human beings, ready for life.
- iv. To develop high-quality in-house provision where possible, through identification of lead practitioners in various fields, and through external quality assurance frameworks such as the Key and Leadership Matters
- v. For teachers, to create opportunities both for deepening subject expertise, and pedagogical expertise through internal subject run TLC’s, after school courses and external providers.
- vi. For associate staff, to ensure that they understand their vital contribution to our school as a centre of excellence, have their professional development needs met, and see themselves as equal collaborators in improving outcomes for children.

Principles/values

We believe that through high quality appraisal processes, all staff will be enabled to grow in professional competence, experience job satisfaction, and feel valued in our collective mission to make St Peter’s School a centre of excellence for all.

Roles and responsibilities 2018/19

Governors

The Teaching, Learning Achievement Committee (TLA) of the school’s Governing Body will review the annual appraisal processes, ensuring that they are objective, consistent and rigorous. The TLA will also oversee the setting of professional development targets, in consultation with the SLT; and the school’s provision of professional development opportunities in response to identified needs.

Headteacher

The Headteacher will monitor annual appraisal and target setting processes.

Member of SLT with responsibility for appraisal and CPD

The member of SLT with responsibility for appraisal and CPD will ensure collaboration with the SLT member responsible for teaching and learning in providing effective responses to training needs of teachers against the Teachers’ Standards 2012. The SLT member with responsibility for appraisal and CPD will also liaise with the School Business Manager and HR to ensure high quality annual review that meets identified training needs of associate staff.

Monitoring and review

Monitoring will take place by SLT line management via engagement with Quality Assurance Processes. Review will take place via termly updates to the TLA committee.

Communication

This policy will be primarily communicated to all stakeholders via publication on the school website

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