

UNIVERSITY ACADEMY  
**HOLBEACH**



UNIVERSITY OF  
LINCOLN

# University Academy Holbeach

*Principal: Sheila Paige BA. (Hons.)*

## **Policy for Continuing Professional Development**

To be reviewed annually  
Adopted by the Governing Body: October 2019  
Review date: October 2020

**Introduction**

This policy sets out our commitment to CPD and the entitlements and responsibilities of all staff for their own Professional Development.

We believe that **'effective teachers should take ownership and give a high priority to professional development'**. We believe that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. CPD complements the school improvement agenda and is connected to it through the school performance management process.

This policy sets out the CPD entitlements for all staff. Staff are encouraged to regularly review their life career plan. All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing support and professional development.

All staff have a responsibility to evaluate their own performance and to assess their competencies and skills against the relevant professional standards and maintain a professional portfolio of evidence and achievements. This portfolio will contain the evidence required for the performance management review process.

Employees are expected to complete 48 hours of CPD annually meeting the training needs previously identified. Technical and vocational staff must ensure that they meet the minimum of 30 hours work shadowing per annum in addition to any specialist technical update training required by respective awarding bodies.

## **Links**

This policy recognises the connectivity between CPD and the priorities that impact upon the work of the school. In particular:

The SIP

The SEF

The Professional standards for teachers

The Leadership standards

Performance management

Job descriptions and person specifications

Career and pay progression

Recruitment, induction, retention and succession planning

## **Aims**

The aims of the Policy are to ensure:

- 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.

## **Outcomes**

- Improvements in the individual's knowledge, skills and understanding.
- Improvements in motivation, confidence and job satisfaction.
- Career development and career progression.
- Individual staff taking appropriate control for their own CPD.
- Developing expertise throughout the school.
- Raised standards of teaching and pupil attainment.
- Quality assured provision of consultancy, training and development.
- Dissemination of good practice.
- Planned CPD Opportunities within the School

## **Opportunities for development:**

- Induction
- Have an agreed allocation of time to research and develop a particular aspect of teaching/learning
- Take on a significant responsibility and be mentored/coached in relation to this
- Access a named professional mentor to support the process of building up a professional portfolio
- Have responsibility for an area of the curriculum
- Be trained by the schools SENCO in relevant aspects relating to the provision for pupils with special educational needs
- Be trained in the effective use of ICT to track pupil progress
- Have an input into the development of the relevant subject handbook and schemes of work
- Be tutored, mentored or coached by a peer
- Receive coaching by a colleague with particular expertise
- Work as part of a task group
- Organise and run departmental/key stage or staff meetings
- Analyse pupils' work with other colleagues
- Sit as an observer on committees or working groups
- Organise events, visits and trips
- Take part in paired observations
- Take part in team teaching
- Support/induct new staff, students, volunteers
- Planned CPD Opportunities Provided by links with other Schools

## **Opportunities to:**

- Observe teachers teaching the appropriate subject and to teach with them
- Meet with other teachers involved in research and development activities
- Visit and/or teach in other schools to gather effective practice ideas
- CPD Opportunities available beyond the School  
Opportunities to:

- Access training, which focuses on:  
generic aspect of effective teaching and learning or subject specific curriculum issues
- Receive coaching support from a subject specialist
- Access a bank of lesson plans developed by subject specialists
- Become a member of a subject specific professional body
- Access CPD websites for training opportunities
- Access off site training
- Support for work with examination boards
- Staff delivering Apprenticeships must maintain work-based competency through the completion of work experience / work shadowing with local employers. This will be checked and approved annually by awarding bodies.

### **Roles and Responsibility**

The Deputy Vice Principal has the responsibility to lead and manage Teaching and Learning and CPD and works closely with the SMT that have line management responsibilities to ensure that CPD matches need.

All of the above have core responsibilities:

- To keep up-to-date with CPD development locally and nationally.
- To promote CPD as a central element of appraisal and academy improvement
- To provide details on the range of CPD opportunities and disseminate information to the appropriate staff.
- To quality-assure providers of CPD
- To identify each academy's CPD needs through mechanisms such as academy self-evaluation, analysis of appraisal targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams.
- To discuss with the Principal and governing body the main CPD priorities and the budgetary implications
- To report to the academy governing committee and to the Trust on the provision and the impact of CPD
- To ensure whether any follow-up is needed to CPD and to action this, e.g. feedback to the provider
- To provide guidance to colleagues on the most effective procedures for disseminating information following CPD
- To produce a calendar for Trust CPD opportunities which allows optimum participation

### **Staff have responsibility to:**

- Identify their personal professional development needs which are relevant to the current role and any career development
- Undertake any CPD offered diligently
- Abide by any contractual commitments or changes made in line with this policy
- Complete the CPD record and evaluate any CPD undertaken and its related impact on their development

### **Appraisers and Line Managers have responsibility to:**

- Ensure that staff are undertaking appropriate and sufficient CPD
- Support staff in developing longer-term plans for their professional development based around career stages
- Monitor the CPD records
- Keep the member of SLT (Deputy Vice Principal) with responsibility for Teaching and Learning informed as to the impact of CPD programmes.

### **Record Keeping**

All staff will keep a log of their own personal CPD through the updating of personal logs to evidence work based competency. Records will also be maintained by the SMT link and passed to the CPD co-ordinator (Deputy Vice Principal) and Apprenticeship Manager – for vocational and technical training apprenticeship awarding body and Ofsted monitoring purposes. All records will be stored centrally and must be up to date and available for awarding body and Ofsted inspections.

### **CPD Monitoring**

All staff will keep a log of their own personal CPD through the updating of personal logs to evidence CPD activities i.e. work based competency, training courses, seminars etc. Records will also be reviewed and maintained by the SMT link with line management responsibility for the area. This will be in addition to a central record held by the CPD co-ordinator (Deputy Vice Principal) and Apprenticeship Manager, for performance review and auditing purposes. It is the responsibility of the employee and line manager to discuss additional training needs, the line manager is responsible for working with the Deputy Vice Principal (CPD coordinator) to ensure any bespoke additional training is provided to employees within a required timeframe.

The line manager will review the CPD activity and completion of CPD records, prior to passing to the CPD coordinator (Deputy Vice Principal) and Apprenticeship manager where required.