

UNIVERSITY ACADEMY

HOLBEACH



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

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Policy for Continuing Professional Development

Last Review Date: 29.10.23

Next Review Date: 28.10.24

Introduction

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

Vision for CPD

University Academy Holbeach believes that **‘effective teachers / tutors should take ownership and give a high priority to professional development’**. We aim to provide a coherent and progressive opportunity for all staff to develop professionally and personally. We believe this both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. CPD complements the Academy’s improvement agenda and is connected to it through the school performance management process. Our vision is that all staff are fully supported to enhance their knowledge and skills to become the most effective they can be within their role.

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 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 PM review process.

Key Links

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

- The Academy Improvement Plan
- The School Evaluation Form
- The Apprenticeship Self-Assessment Report
- 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 of the Policy

The aims of the Policy are to ensure:

- Improvement to both the sector expertise and teaching and training knowledge of staff.
- Improvements in the quality of teaching, pupil / apprentice learning and standards of attainment/achievement through improved knowledge of teaching and training.
- Improve the sector experience of teachers and tutors

- 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 for staff

- Improvements in the individual's knowledge, skills and understanding to improve their sector experience and teaching and training knowledge.
- 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 / apprentice attainment.
- Quality assured provision of consultancy, training and development.
- Dissemination of good practice.
- Planned CPD opportunities within the School.

UAH is committed to providing and supporting 50 hours of CPD each year to enhance staff sector expertise and teaching / training knowledge. This can include the following CPD activities;

- 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 SENDCO in relevant aspects relating to the provision for pupils / apprentices with special educational needs
- Be trained in the effective use of ICT to track pupil/ apprentice 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' / apprentices' 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
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
- 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 e.g. Institute of the Motor Industry / Chartered Institute of Plumbing and Heating Engineering
- Access CPD websites e.g. National College / Futureline for training opportunities
- Access off site training e.g. working with employers implementing new technologies for training purposes.
- Support for work with examination boards

Staff delivering Apprenticeships must maintain work based competency through the completion of work experience with local employers. This must be checked and approved annually by awarding bodies.

Roles and Responsibility

The Deputy Vice Principal and Vice Principal have 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 the 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.

Induction

CPD is discussed during staff induction where the CPD log is set up. Experience and expertise are mapped against job role expectations and any skills / knowledge deficit is identified and a plan for CPD to up-skill the staff member is agreed upon.

Performance Review

Performance management is completed on an annual basis, previous targets are reviewed and new targets are set with line managers at the start of the academic year. During this process CPD requirements are discussed. Lesson observation outcomes, learner and employer feedback and learner progress are monitored and discussed during the midyear review where further CPD / training requirements / opportunities are discussed.

Record Keeping

All apprenticeship 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 and monitored by the CPD co-ordinator and

Apprenticeship Manager. The Apprenticeship Manager will review CPD logs to ensure completion and will discuss CPD with staff to ensure effectiveness of CPD completed. Performance will be reviewed to identify further CPD requirements both individually and institutionally and this is discussed with line managers during performance management.

Review

This policy will be reviewed annually by Natalie Lamb (Assistant Principal) and updated in line with best practice and legislative and industry updates.

Signed 
Sheila Paige - Principal

Date: 29.10.23

Date of next review: 28.10.24

