SIR THOMAS RICH'S
CPD (Continuous Professional Development) Policy

This policy was drawn up in accordance with the *Standard for Teachers' Professional Development (DfE July 2016), the Teachers' Standards (July 2011)* and the *Professional Standards for Teachers Post Threshold (TDA, 2007).*

Last Review Date: February 2025
Status: Non Statutory (Good Practice)
Responsibility: The School's Senior Leadership Team (SLT) draws up and implements the CPD policy. The Trustees' Policies Committee reviews the policy and monitors its implementation.

Contents:
1. Introduction
2. Approaches to CPD
3. Induction
4. In-Service Training
5. Leadership and Management of CPD
6. Procedures
7. Funding
8. Evaluation

1. Introduction

Continuous Professional Development (CPD) is a priority and an entitlement for all staff and trustees of Sir Thomas Rich's. Its purpose is to:

- improve the quality of learning and teaching;
- enable the School to meet its curriculum aims;
- provide the highest standards of support and guidance to pupils;
- facilitate school improvement and development;
- contribute to professional aspirations and career progression;
- support and challenge strategic decisions to ensure the best outcomes for pupils.

All staff and trustees have a responsibility to utilise CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to pupils as lifelong learners.

In particular, the Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;

- reflect systematically on the effectiveness of lessons and approaches to teaching;
- know and understand how to assess the relevant subject and curriculum areas.

2. Approaches to CPD

Sir Thomas Rich's will support a wide portfolio of CPD approaches in order to facilitate school improvement, assist teachers to meet the Teachers' Standards and the Professional Standards for Teachers Post Threshold and increase its accessibility to staff. As far as possible, CPD is personalised and takes into account the needs and career aspirations of the individual member of staff alongside the needs of the School.

The School acknowledges that successful professional development involves working in partnerships and should support a culture of trust, respect and scholarship. It should:

- have a focus on improving and evaluating pupil outcomes;
- be underpinned by robust evidence and expertise;
- include collaboration and expert challenge;
- be sustained over time.

Our SIP and development plan outline and set our pedagogical foci for a specified period. Subject specific and individual training that runs alongside this, should contribute to the overall picture.

Therefore, CPD approaches may include:

- Bitesize CPD sessions that are shared with teaching staff every two weeks and followed up with a quiz at the end of each half term, the focus of which aligns with half-termly lesson drop-ins;
- subject specific CPD to be delivered in timetabled department meetings
- CPD Questionnaires to be used, alongside analysis of departmental appraisal objectives and lesson observation forms, to help to decide what should be covered;
- instructional coaching;
- attending a course or a conference;
- completing online training;
- attending internal training using the expertise available within the School, e.g., pedagogic practices for different subjects and contexts, coaching skills, pastoral skills; leadership development;
- National Professional Qualifications;
- GSHA Leadership Programmes;
- practical experience, e.g., external examination marking, delivering INSET and external training, ITT subject mentoring, presentations to tustees;
- research opportunities and participation in award bearing work from higher education institutions and other providers such as the National College for Teaching and Leadership;
- school-based collaboration, e.g., Practitioner Partnership, Research Triads, department meetings, Heads of Department meetings, pastoral meetings, standardisation and moderation, working parties to research and develop aspects of learning and teaching;
- external collaboration, e.g., contributing to and delivering a training programme, co-ordinating or supporting a local or national learning forum or network, school visits to observe or participate in outstanding practice;
- job enrichment or enlargement, e.g., job sharing, acting leadership roles, job rotation, job shadowing;
- school-based work overseen by an external consultant, adviser or relevant expert;
- secondments, e.g., with a regional or national organisation, an exchange or placement, e.g., with another teacher, school, industry or higher education.

3. Induction

All staff and trustees new to Sir Thomas Rich's receive a bespoke induction in school which may be supplemented by external providers as required. Line Managers, Heads of Department, Heads of Year and Senior Leaders have discrete responsibilities within this process. Every new member of staff receives a handbook. New teachers are invited to spend at least one day in school during the term prior to their start date. The days are structured to ensure that new members of staff benefit from a positive and purposeful start to their career at Sir Thomas Rich's.

- Early Career Teachers (ECTs) follow a specific programme of support and training in line with DfE requirements, utilising UCL and Odyssey as our main providers. Each ECT is provided with an Induction Tutor , with Assistant Headteacher i/c of Learning and Teaching working closely with the Induction Mentor to deliver this programme.
- Participants of Initial Teacher Training (ITT) follow a structured programme of professional training. The Professional Lead has responsibility for the delivery of these programmes in school.
- Trustees receive an Introduction to Governance document which includes the scheme of delegation, code of conduct, guidance for visits and other key information. Trustees also attend the Introduction to Governance INSET delivered by Gloucestershire County Council.

4. In-Service Training

The School holds in-service training days (INSET) during the academic year. The INSET programme is planned in advance by the Senior Leadership Team, the content of which is informed by the needs of the School outlined in the yearly School Improvement Plan and the School Priorities for Development. INSET Sessions involve a mixture of whole-school and workshop sessions. This provides the optimum diet in terms of combining whole school priorities with more specific needs. The INSET should have an overarching theme and all sessions should contribute to this.

The principle purpose of INSET is to improve learning and teaching by:
- increasing awareness of educational developments and innovations;
- improving pedagogical knowledge and specialist knowledge, e.g. Special Educational Needs;
- considering how to implement pedagogic practices successfully in different contexts;
- sharing examples of effective pedagogic practices to validate as well as challenge existing beliefs;
- working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogic practices,
- enabling staff to contribute to the delivery of the School's development and improvement plans;

The School aims to make the best use of all available resources and will draw from providers such as:
- in-school expertise; making use of the knowledge, experience and skills of staff;
- representatives of agencies or independent organisations or individuals who have specific areas of expertise;
- a variety of institutions including schools, universities and examination boards;
- local authority experts, e.g., the Gloucestershire Safeguarding Children Partnership.

Practitioner Partnership and Research Triads

During the academic year, every teacher in the School will be invited to take part in either a Practitioner Partnership or a Research Triad in the place of an evaluative observation carried out by their Line Manager. In a Practitioner Partnership, teachers collaborate in pairs, visiting each other's lessons with focus on a specific Area for Development; this may have been identified in an evaluative observation, may be linked to a Professional Review objective or may be an area of expertise that can develop the professional practice of others. In a Research Triad, teachers collaborate to decide upon and trial a specified pedagogical focus, observing parts of each other's lessons and compiling their findings in a short enquiry project that may be delivered as Bitesize CPD. These collaborations aim to:

- promote discussion about how pupils learn, challenge beliefs and improve pupil outcomes;
- share, refine and adapt practice across the curriculum;
- encourage deeper reflection;
- promote collegiality and an ethos of collaborative working;
- support a culture of trust, respect and scholarship;
- facilitate formative feedback on the quality of teaching;
- reinforce the expectations outlined in the Teachers' Standards and the Professional Standards for Teachers Post Threshold.
- form part of the instructional coaching process.

5. Leadership and Management of CPD

The Assistant Headteacher with responsibility for Learning and Teaching is the CPD leader and has an overview of staff development. In order for staff to maintain and develop their skills and contribute to school development, the CPD leader will ensure that CPD balances the needs of the School and its development priorities; the development needs of each department and the career aspirations of the individual.

The CPD leader's main responsibilities will be to:

- identify CPD needs through school self-evaluation, analysis of pupil outcomes, analysis of appraisal and target setting, formal and informal discussion with curriculum and pastoral leaders and SLT and lesson drop-ins;
- maintain and promote the CPD library ensuring that staff are provided with effective and current educational research;
- manage the recording of CPD through School IP
- discuss CPD priorities and budgetary implications with the Headteacher and trustees;
- maintain accurate and up-to-date records of the training undertaken and delivered by staff and trustees;
- monitor and evaluate the quality and impact of CPD through formal and informal feedback;
- report to the Headteacher and tustees on the provision and impact of CPD;
- keep up-to-date with CPD developments nationally and locally;
- promote CPD as a central element of the School's learning community;
- provide details of CPD opportunities and disseminate information to the appropriate staff and trustees.

To support CPD, Line Managers will:

- Ensure that they work within the framework of School IP to diagnose need and operationally

manage CPD for their department;

- work within the context of the STRS Appraisal Policy, the yearly School Improvement Plan and the School Priorities for Development, Department Development Plans and the Teachers' Core and Post Threshold Standards to identify CPD needs as well as ensuring completion of Professional Review on School IP;
- secure appropriate staff development within budgetary constraints;
- take into account the professional and personal aspirations of the member of staff and actively support continuous professional development;
- be fair, honest and have regard for the School's commitment to equal opportunities;
- take into account the current knowledge and experience of the member of staff or trustee;
- ensure that records of staff CPD are kept up-to-date, e.g., recorded in the Department SEF and in School IP, and that relevant information arising from training is disseminated appropriately and in a timely manner to maximise benefit from the training undertaken.

6. Procedures

All CPD should be requested and recorded through School IP. The request must be agreed by the staff member's line manager, the Cover Manager, Finance and the Assistant Headteacher in charge of CPD before any training is undertaken if it is a course that happens within the school day or needs to be charged to the School.

Once agreed, each member of staff is responsible for booking their place on a CPD course and arranging cost-effective transport.

Teachers who are interested in completing a National Professional Qualification (NPQ) or the GSHA Leadership Programme undergo an internal application process during which the Assistant Headteacher (Learning and Teaching) will ascertain their suitability. The School aims to offer two places on each of these programmes per year.

In the case of trustees, training should be authorised by the Headteacher.

7. Funding

Funding for staff CPD is incorporated into department budgets. When a CPD course is directly linked to a subject area, it will normally be funded by the subject department which is managed by the Head of Department. When CPD is linked to whole school improvement, the cost will normally be covered by the Staff Development budget which is managed by the Assistant Headteacher.

For award bearing work from higher education institutions, e.g., MA, MSc, PhD, the School may, in some circumstances, be able to offer a financial contribution towards the cost; this should be discussed with the Assistant Headteacher (Learning and Teaching) in the first instance and is on the provision that the course is completed (unless there are exceptional circumstances which prevent completion).

Before approval is given to CPD training, careful consideration must be given to value for money and the resources available, e.g., How and when will information from the training course be disseminated to relevant members of staff? Can similar training be accessed through another, less expensive, provider or by another means? Can training be accessed locally rather than further afield?

Travel expenses can be claimed through the Finance office. When travelling by train, tickets should be

booked well in advance through the Finance office.

8. Evaluation

The quality and short-term effectiveness of CPD is evaluated through the form on School IP, informal discussion with staff and Trustees and data from Bitesize CPD quizzes. Staff may be asked to lead the training of others (particularly subject specific CPD) as part of this evaluation.

The long-term effectiveness of CPD is evaluated through:

- pupil outcomes;
- lesson observations;
- minutes of subject meetings, Heads of Department and pastoral meetings, full Trustees meetings and Trustees' committee meetings;
- staff well-being (qualitative and quantitative measures);
- recruitment, retention and career progression of staff.