




Yewstock School

Continuing Professional Development (CPD) Policy

Date reviewed by CC	September 2023	Policy Type	School
Date adopted by FGB		Review Cycle	2 years
Date of next Review	September 2025	Signed by Chair of Governors	
			

Mental Health and Wellbeing Statement:

Yewstock school aims provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.

All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.

Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.

Principles of Professional Development

At Yewstock, we believe that effective Continuing Professional Development contributes significantly to school improvement. An investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school. Meaningful CPD supports staff recruitment, retention and quality of work, therefore improving life chances for our children and young people.

In particular we believe that CPD is most effective when it is:

- **Owned by staff-** staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their Professional Performance & Growth priorities they make appropriate judgements and commit to them.
- **Relevant to the context-** any areas for Professional Performance & Growth must be able to be applied in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches.
- **Builds on existing expertise-** the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success.
- **Collaborative and supported from within the school-** the most powerful learning occurs when opportunity is provided for debate and reflection.
- **Accesses external expertise-** this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from this school or another, visiting other professional establishments, online networks or participating in virtual training, etc.
- **Sustained-** the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events.

Management of Professional Development

CPD at Yewstock is led and managed by the Deputy Headteacher for Teachers and by the Principal Teaching Assistant(s) for Support Staff. The Headteacher has the final decision regarding all CPD matters.

CPD Leads will:

- Ensure the school maintains/adheres to all compliance measures within training determined by policies including the Safeguarding & Child Protection Policy and other statutory policies, etc.
- Ensure staff work collaboratively with colleagues within TADSS, the Local Authority and the wider community (e.g., health) to ensure CPD fulfils wider school aims/developing staff skills, knowledge and understanding.
- Keep informed of national/local initiatives and up to date research which will impact upon staff training needs bringing these to the attention of staff and the Headteacher.
- Ensure staff understand the appropriate CPD request forms to use and to submit requests in a timely manner.
- Discuss staff needs requests for training with staff Line Managers, Subject/Area Leads of the school and the Headteacher.
- Ensure reasonable consideration of the relation between CPD requests and the Teacher Professional Performance & Growth process / Support Staff Performance & Development Review process / ITT and ECF processes.
- Ensure reasonable consideration of any cover needed to undertake CPD and any funds required and its relation to the needs of the school and school priorities.
- Ensure staff undertaking training understand they will need to pass any proof of training or course completion to the CPD Lead and retain a copy for their own records.
- Work collaboratively with the School Business Manager regarding the CPD budget.

Staff will:

- Adhere to required training such as safeguarding training and other statutory requirements related to their roles.
- Ensure any CPD requested relates to at least one of the following: statutory training requirements, improvement of knowledge, skills and practice related to current role (but could also relate to a potential future role), Teacher Professional Performance & Growth targets / Support Staff Performance & Development Review targets / ITT and ECF targets, supporting school improvement initiatives/School Development Plan priorities, improving outcomes for pupils.
- Seek out training courses/providers using own initiative (but may ask for support if needed).
- Take responsibility for adhering to any training timescales and requirements.
- Ensure appropriate CPD request forms are used and submitted to Line Manager in a timely manner.

- Pass any proof of training or course completion to the CPD Lead and retain a copy for their own records.
- Disseminate learning to any colleagues as appropriate in a manner and timescale agreed with CPD Lead/Headteacher/Line Manager/Subject or Area Lead as appropriate.

Links with other policies

This policy should be read in conjunction with our Teacher Professional Performance & Growth Policy and our Performance & Development Review Policy (Support Staff).

This policy should also be read in conjunction with the Teachers' Standards and the Professional Standards for Teaching Assistants.

Standards

Headteachers

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

Teachers

<https://www.gov.uk/government/publications/teachers-standards>

Teaching Assistants

<https://www.skillsforschools.org.uk/resources-research/professional-standards-for-school-roles/professional-standards-for-teaching-assistants/>