

Continuing Professional Development (CPD) Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Policy for Continuing Professional Development (CPD)

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

This policy will be completely reviewed and amended in light of the “**Schools as Learning Organisations**” survey that all staff will complete before the end of the summer term 2019 and to acknowledge the school’s role as a **Regional Pioneer for Professional Learning**. Results from this survey will then feed into the **SDP and Professional Learning plan**.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

We are committed to developing all staff to the highest possible standard; in order to fulfil our commitment we will take account of their strengths, needs and interests, selecting appropriate training and professional learning opportunities to meet individual requirements, whilst linking these to identified priorities within the School Development Plan (SDP) and with other local and national developments.

Trinity Fields School and Resource Centre is a learning community and is committed to providing a continuous process of development and enrichment for all staff. The term ‘whole school staff’ at our school refers to all members of staff- teachers, teaching assistants, midday supervisors, members of the admin team and site premises staff. All staff play an important role in creating a multi-disciplinary approach to pupils’ learning. With this in mind the School Leadership Team (SLT) is committed to supporting all staff to achieve the highest possible standard in their work.

We believe that providing coherent and progressive opportunities to help staff develop professionally and personally will improve standards, raise morale and assist in the recruitment and retention of high calibre staff. Our ultimate aim in providing rigorous continuing professional

development (CPD) opportunities is to improve standards. This policy sets out our aims and philosophy for the continuing professional development of all staff.

Aim of whole school staff development

We are committed to developing all staff to their full potential to enable our pupils to gain the maximum benefit from a wide range of learning and social experiences.

Objectives

- To identify both the individual and collective training needs of staff within the context of the SDP and local and national developments.
- To develop and enhance the skills, knowledge and expertise of all staff.
- To analyse and set priorities for training, taking into account available resources.
- To establish a cost-effective training and development programme, making optimum use of the Education Improvement Grant (EIG) and the Pupil Development Grant (PDG).
- To encourage staff to take ownership of their own professional development and to promote a whole school culture that encourages colleagues to support one another.
- To provide an effective system of support for newly qualified staff, for those newly appointed to our school and for those with new responsibilities.
- To establish and maintain a monitoring system to ensure that all training has an impact on pupils' learning and progress.
- To establish an annual review of staff development within our school linked to our robust performance management procedures.

Principles, values and entitlement

1. All staff and governors will have an entitlement to comprehensive induction and continuing support and development throughout their careers at Trinity Fields.
2. We will comply with quality standards in CPD including Rights Respecting Schools, the Inclusion Quality Mark, ICT Mark, Investors in Families etc.
3. The central features of this policy are:
 - effective identification and recording of needs and aspirations;
 - matching appropriate CPD provision to the individual;
 - robust, reliable and explicit evaluation of the impact of training and support;
 - effective dissemination of successful practice to ensure this practice is embedded and shared with colleagues.
4. CPD planning will be linked to and integrated with the SDP and based on a range of information:
 - the needs of the school as identified through self-evaluation;
 - issues identified through other monitoring, e.g. Estyn, EAS visits etc.;
 - national and local priorities; these are currently linked to the Ministerial priorities of literacy, numeracy and reducing the impact of poverty upon pupil progress;
 - individual performance management objectives;
 - feedback from staff and others including: governors, pupils and parents.
5. We will secure CPD support and provision which allows staff to develop skills progressively and in line with recognised frameworks such as the professional standards for teaching and leadership (September 2018), draft professional standards for assisting teaching (2019) etc. We will do this within the best value principles of comparison, challenge, consultation and competition.

6. We will participate in initiatives and projects that can be shown to have a positive impact on staff development, represent good value for money and which can be accommodated within the constraints of the school, for example: Lead Creative Schools.

Roles and responsibilities

All staff have a responsibility for their own professional development and they are encouraged to participate in the creation of an effective professional learning programme.

We believe that whole school staff development is an important aspect in the process of school improvement. The headteacher has overall responsibility for staff development; members of the School Leadership Team (SLT) will work alongside him to develop an effective staff development and training programme.

At Trinity Fields the assistant headteacher assumes overall responsibility for the mentoring of newly qualified teachers (NQTs) and those teachers in the early stages of their teaching careers.

Communication

All staff are made aware of staff development and professional learning developments issues through our well-established communication systems. These include:

- staff development on the agenda of staff meetings and workshops;
- Teach Meet sessions;
- course/training evaluations;
- long term evaluation/monitoring procedures;
- practical feedback from training at staff/class meetings/workshops.

Planning

1. CPD needs are identified through:

- individual agreed priorities through our performance management process;
- update training on key skills (e.g. first aid, lifeguard, manual handling etc.) linked to our CPD database;
- exceptional priorities arising during the course of the year.

2. The majority of CPD requests will emerge through our well-established whole school PM processes. Requests will be passed by PM team leaders to the CPD co-ordinator who will decide on the most effective means and authorise expenditure within the EIG/PDG training and development budgets. CPD processes associated with this system will be designed to widen participation, maximise inclusion and minimise bureaucracy.

3. The CPD co-ordinator will provide and update details of the range of CPD opportunities available and be responsible for communicating relevant opportunities to staff, e.g. relevant courses, partnership groups, distance learning materials. The information will be kept updated and made available to staff.

Implementation

1. Our arrangements for CPD need to balance the effective use of the resources with the range of aspirations and interests of our staff team. The following criteria will be used to select training providers/opportunities:

- meet identified individual, school or national development priorities;
- help raise standards of achievement;

- be provided by those with the necessary experience, expertise and skills;
 - be based, where appropriate, on relevant national standards;
 - make effective use of resources, particularly ICT;
 - be provided in accommodation which is fit for purpose with appropriate equipment;
 - provide value for money;
 - have effective monitoring and evaluation systems including seeking out and acting on user feedback.
2. The school will support a wide range of CPD opportunities in order to match preferred learning styles of staff and to minimise the disruption of school routines. These will include:
- attendance at courses or conferences;
 - engagement in professional learning communities (PLCs) both within and between schools;
 - graduate diploma courses (SWASSH etc.);
 - in-school training using the expertise available within the school;
 - school based work with an external consultant/adviser or relevant expert;
 - school visits to observe or participate in good and successful practice;
 - secondments, exchanges and placements, e.g. with another teacher, school, higher education or industry;
 - research opportunities;
 - EAS special school cluster opportunities;
 - distance learning;
 - practical experience, e.g. national tests or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
 - job enrichment/enlargement, e.g. sharing in a higher level of responsibility, job rotation, shadowing;
 - coaching and mentoring, receiving or acting in these roles.

CPD follow up and evaluation

1. Following professional development, the participant and the CPD co-ordinator will discuss the opportunities to disseminate to other staff. Where it is agreed that there would be benefit in a wider circulation, the participant and CPD co-ordinator will be responsible for organising that.
2. Any feedback regarding aspects of CPD will be given to the CPD co-coordinator in the first instance. The CPD co-ordinator will then ascertain whether any follow up to the training is needed, and is responsible for any such actions, e.g. feedback to the provider.
3. The CPD co-ordinator will regularly review whether any aspects of the CPD provision, (e.g. service level agreements, subscriptions), do not represent value for money and make appropriate recommendations to the headteacher.
4. The CPD administrator will regularly and accurately update the records of training undertaken by colleagues.
5. CPD will be evaluated in terms of its original objectives and also in terms of:
 - pupil attainment;
 - improved teaching and learning;
 - increased pupil understanding and enthusiasm;
 - increased staff confidence;
 - increased evidence of reflective practice;
 - recruitment, retention and career progression of staff.

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of Review: Summer 2019		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.