

HAMPTON COLLEGE: CPD POLICY

PRINCIPLES

High quality professional development focuses on improving students learning and outcomes. Hampton College School has a strong commitment to ensuring Continuing Professional Development (CPD) encompasses a wide range of activities for school staff, which adds to their professional knowledge and enhances their professional skills. It is an integral part of Hampton College culture that promotes and supports career structures.

All CPD provided by the school should, where possible:

- Be relevant to the needs of students
- Be relevant to the context
- Build on existing expertise
- Challenge and support teachers to embed quality first teaching in lessons
- Motivate and inspire
- Involve a spectrum of opportunities from external accredited courses to self-study
- Involve opportunities for individual learning
- Include opportunities for collaborative learning
- Involve peer support and coaching
- Bring about improvement and make a difference to students with SEN and disabilities
- Have its impact monitored and evaluated
- Be inclusive for all staff

COMMITMENT

Individual members of staff should:

- Seek out and make the most of professional development opportunities available to help make sure that students receive the best and most appropriate education possible.
- Reflect on their own practice to determine strengths and areas for development
- Document those reflections to contribute actively to appraisal target setting and reviews
- Seek out and utilise new thinking, ideas and technology relevant to their roles
- Support colleagues in achieving high professional standards

Hampton College will provide:

- Leadership of professional development by a senior member of staff (the CPD Coordinator)
- Induction procedures for all staff
- Close links between appraisal procedures, the identification of professional development needs and how those needs are to be met
- Planned arrangements for CPD which reflect HC needs, national and local priorities and the professional development needs of individuals

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- A wide range of school-based, local and national opportunities for professional development
- Clear identification of staff development activities in the school and department development plans
- An agreed budget allocation for professional development activities for all staff
- Opportunities for staff who wish to seek accreditation for their professional development
- Effective means of disseminating professional learning to those staff for whom this is appropriate
- Robust quality assurance to monitor the quality of provision, ensure best value and evaluate the impact of CPD activities on standards and the quality of learning and teaching

IDENTIFYING CPD NEEDS

Where areas of development are identified, either through the appraisal process or quality monitoring, staff, subject leaders and the CPD Co-ordinator will work together to find appropriate training.

The CPD Co-ordinator shall provide information on the range of CPD opportunities available and is responsible for communicating relevant opportunities to appropriate staff. The information will be kept updated and made accessible to staff.

The opportunities available will only be offered if they:

- are based on good practice - in development activity and in teaching and learning
- help raise standards of pupils' achievements
- respect cultural diversity
- are provided by those with necessary experience, expertise and skills
- are based, where appropriate, on relevant standards
- provide value for money
- have effective monitoring and evaluation systems

EVALUATION

Following professional or other development, the participant will discuss with the CPD Coordinator the opportunity to inform the relevant staff about what was learnt. Relevant feedback about the provision and the ideas should be given to the CPD Coordinator. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Co-ordinator will be responsible for organising that, e.g. circulating relevant resources, a session at staff or subject meeting, introducing a teaching or learning strategy

The CPD Co-ordinator will review annually whether any aspects of the CPD provision do not represent value for money and make appropriate recommendations.

The CPD Co-ordinator shall be responsible for assessing the value for money aspect of CPD through the monitoring and evaluation of the impact on the school community. This will be undertaken at a variety of levels including:

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- immediate/short term evaluation by participants
- longer term follow up undertaken usually at a period no less than 6 months following the provision
- informal discussion with colleagues about improved practice

Policy review

This policy is reviewed every three years, or sooner if there are statutory guidance updates.

APPROVED BY GOVERNORS:

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SIGNATURE

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NAME

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DATE