



## **Staff Development Policy (CPDL)**

**Continuing Professional Development and Leadership (CPDL) consist of activities designed to improve an individual's attributes, knowledge, understanding and skills. It supports the individual's needs and improves professional practice.**

The King's (The Cathedral) School believes that effective teachers should take ownership and give a high priority to professional development. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. The central emphasis will be on improving standards and the quality of teaching and learning.

### **Identification of CPD Needs**

CPDL is a crucial part of School improvement linking together the School Development Plan, Department area self evaluations, performance management cycle (including teacher standards). Whole School CPDL needs (e.g. the focus of whole School INSET provision) should be identified by the CPDL co-ordinator, supported by members of the Senior Leadership Team (SLT). Decisions will be based on legal requirements (e.g. child protection training), changes to Government Educational Policy (e.g. introduction of new GCSE's), whole School priorities (e.g. developing effective learning habits), and the staffing profile (e.g. induction of new staff).

Identification of individual CPDL needs are the responsibility of individual staff members, Line Managers and the CPDL co-ordinator. The Performance Review meetings (September-November) will play a major role in the identification of CPDL needs for colleagues and progress towards these should be reviewed in January and May by Line Managers. It is the responsibility of the CPDL co-ordinator to devise an in-house training programme that addresses both whole School priorities and common performance management targets. Heads of Department (HOD's) are responsible for identifying subject specific CPDL needs and to subsequently plan for how these will be addressed within the six hours allocated to the curriculum areas.

The School currently operates a system of two collapsed INSET days. This is to allow for personalised CPDL opportunities during the School year. The expectation is that full time members of staff should complete twelve hours' worth of twilight training with part time staff a percentage of this.

### **CPDL Opportunities**

The School believes that CPDL opportunities should be wide ranging to allow for the greatest personalisation of provision. The opportunities currently available at the School include:

- Whole School INSET and staff training days/Management Meetings.
- Attending in-house twilight sessions (Appendix One).
- Departmental Twilight sessions.
- Working on a whole School Action Group (e.g. Coaching and Staff Commission).
- Attending LEA Twilight sessions.
- Attending twilight sessions at partner Schools.
- Visiting other local Schools to share good practice with colleagues in similar roles.
- Observing colleagues in other department areas.
- Attending external conferences and courses.
- Professional dialogue as part of the performance management process.
- Under-taking a professional qualification or extended course (e.g. NPQH, NPQSL).
- Distance or on-line learning.

## Principles of Effective CPD

We believe that CPDL (which is effective in improving practice and raising standards) has the following characteristics:

- It is directly relevant to the needs of students and staff at the School.
- It directly addresses whole School issues, Department area action plan points, and professional review targets.
- It is hands on and practical as much as possible, allowing colleagues opportunities to develop skills, knowledge and understanding that is directly relevant to their career progression.
- It is grounded in the best available research about teaching and learning.
- It draws on the existing strengths of colleagues within the School.
- It is part of an overall planned strategy to promote professional standards.

We believe that all staff can benefit from reflecting on how they undertake their work and extend their skills.

The School's CPDL provision will allow staff to develop skills and competencies progressively with reference to recognised competency frameworks such as the DfE Teachers Standards Framework and competency descriptions for Teaching Assistants, HLTA's.

The CPDL opportunities for all non-teaching members of the School staff is valued. Whilst recognising that many training needs are bespoke for individuals the CPDL co-ordinator will commit to provide approval where possible.

All decisions about the provision of CPDL will take into account:

- The needs of the School.
- The professional needs, interests and aspirations of the member of staff.
- The School's resources for the professional development of its staff.

**Funding** - Allocation of funding for **external** courses will be based on:

1. Support for new curriculum changes and development.
2. Support for developing management development.
3. Support for developing whole School priority areas.
4. Support for personal review priorities.

## Leadership of CPDL

The School will have a named CPDL leader (currently HMB). They will be responsible for identifying the School's CPDL needs and those of the staff working within it. The CPDL co-ordinator will be responsible for discussing with the Headteacher and the Governing Body the main CPDL priorities and the likely budgetary implications of addressing these needs.

The CPDL leader is also responsible for:

- Planning a programme of in-house twilight sessions to address whole School and performance review targets.
- Putting efficient systems in place in order to access the wide range of CPDL opportunities available.
- Monitoring and recording the various types of CPDL that colleagues have been involved in (see sample within Appendix One).
- Promoting the wide range of CPDL opportunities that are available to staff.
- Monitoring the CPDL budget.
- Monitoring the amount of colleagues that are out of School linked to CPDL at any one time.

## **Practicalities linked to external courses**

There is an established procedure in place for booking external courses. The appropriate INSET request form (Appendix Two) should be filled in with the signature of the Line Manager attached. These forms will then be signed by the CPDL leader and will be processed. Accompanying these will be an absence request form (Appendix Three) that again will be counter signed by the CPDL leader and passed on to the person responsible for cover.

Colleagues should aim to book onto courses at least three weeks in advance of the course. The CPDL co-ordinator will oversee the overall provision including providing the School A-Z (see sample page in Appendix Five). The Line Manager of the new colleague plays a significant role here.

## **NQTs/PGCE/GTP or equivalent**

While always keeping as a first and absolute priority the education and welfare of our pupils, as a School we undertake to give trainees a **quality experience** by managing carefully their time in School, and taking their individual training needs into account.

To this effect the School will:

- Plan a suitable timetable commensurate with the trainees experience and the requirements of their education institution.
- Nominate a mentor to provide individual support throughout their experience. This will include a series of lesson observations and associated feedback.
- In appreciation of the standards defined by the respective bodies (NQT, ITT, etc) provide a series of meetings with the School's Professional Tutor. These sessions will cover School policies, procedures and professional attributes.
- Complete the appropriate paperwork and return to the respective institution.

## **Evaluating impact of CPDL**

Where appropriate, colleagues who have been involved with CPDL outside of the School should share with the CPDL co-ordinator opportunities to share good practice across the School. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPDL leader will be responsible for organisation (e.g. emailing resources, notice boards). The CPDL leader will aim to assess the impact of CPDL opportunities and will use feedback to plan for future provision. Evaluation of impact will take place at a variety of levels including:- online questionnaires, sample of CPDL undertaken, informal discussion with colleagues about courses attended, training they have been involved with. Every September the CPDL leader will provide a summary of the type of CPDL colleagues have been involved in to inform the School SEF.

**Sample**  
**Training from September 2017** (including internal courses)

<b>Training Course Title</b>	<b>Training Course Date</b>	<b>Course Fees</b>	<b>Number of days</b>	<b>Number of Hours</b>
Jext/Epipen/Defibrillator Training	05 September 2017			
Preparing for Success - Drama GCSE	11 September 2017	£110.00	1	
Fire Training	18 September 2017		0	
Child Protection Online 2017-2018	28 September 2017			
Safe Use of the Woodturning Lathe	16 November 2017	£110.00	1	
GCSE English Lang Feedback Exams	27 November 2017	£260.00	1	
Fire Training	03 January 2018			
Using Technology & Goegebra A Level	18 January 2018			1.5
Having Fun with Great Grammar	23 January 2018	£125.00	1	
Set Texts & Prep written Exam GCSE	09 February 2018	£260.00	1	
Teaching & Learning Masterclass	21 February 2018			2
Action Research - Implementations using Technologies	05 March 2018			7
Autism and PDA Conference	02 May 2018	£50.00		
CLEAPSS Safety with Chemical	03 July 2018	£125.00	1	

### Inset Request Form

<b>Name:</b>	<b>Department</b>
<b>Course Title:</b>	<b>Course Provider:</b>
<b>Cost</b>	<b>Course Date:</b>
<b>Reason for Course:</b>	
<b>Please tick appropriate box(es) and obtain Line Manager approval. Does this course meet any of the following:</b>	
Professional Review Training Objective	<input type="checkbox"/>
CA Development Plan	<input type="checkbox"/>
Whole School Development Plan	<input type="checkbox"/>
Line Manager Agreement signature	
Line Manager name (print):	
Amount of cover required: (no. of periods/teaching staff/classroom supervisor etc)	
Estimated travel/other expenses:	
Absence Request Form attached?	Application Form attached?
Request already e-mailed/faxed?	INSET Co-ordinator's Signature:
	<b>Date:</b>
<b>Finance Office:</b> Application processed and submitted (date):	<b>INSET Code:</b>

**Please complete all areas of form above shading and pass to HMB, stapled to relevant course details/Application Form and Absence Request Form.**

## Absence Request Form

Name	Week	Day	Date
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Please mark ALL periods for which you are absent whether or not you are teaching, or any other commitment.

Time	Periods Absent	Comments inc groups not needing cover (except Yrs 12/13); colleagues taking classes, any other special arrangements.
AM REG		
Period 1		
Period 2		
Period 3		
Period 4		
Break duty		
Period 5		
Period 6		
Lunch duty		
PM REG		
Period 7		
Period 8		
<b>NB: Staff are responsible for finding their own cover for duty sessions at break and lunch.</b>		

Please obtain a signature and clearance from the person indicated - no signature will mean the form being returned.

Code	Title	Detail (if pertinent)	Signatory	Sign
ACT	Activity		HMB	
AST	AST / Consultancy		HMB	
FAM	Family		DAY	
IN1	INSET CPDL / Curriculum		HMB	
IN2	INSET LEA Network		HMB	
IN4	INSET I.T.T.		HMB	
IN5	INSET School Business		DAY	
MED	Medical		DAY	
OTH	Other		DAY	
PER	Personal		DAY	
PKF	Please Keep Free		ALA	
PUB	Public Duties		DAY	

**Please hand / email this form to ALA when completed and signed**

## Appendix Four

### Staff Expenses & Reimbursement Claim Form

Details of item for which reimbursement is sought  (e.g. Car parking, Other expenditure)	Details of Journey, date and purpose  (e.g. training, meeting)	Mileage  (total mileage for journey, minus normal home/school/home mileage, if journey does not begin / end at school)	Total value of claim  NB: mileage to be claimed at 45p. All other claims require full receipt (VAT receipt where applicable)	Cost Centre

I certify that this is a correct record of journeys made or expenditure incurred on authorised School business.

I further certify that I hold a valid driving licence, MOT certificate (if required) and a current motor insurance policy permitting me to use the vehicle on school business.

**Name of Claimant:**

**Signature:**

**Date:**

**Payment authorised by:**

**Date**

**Induction of New Staff Checklist**

*(This should be adapted to the requirements of the specific post and post holder)*

**Name:** \_\_\_\_\_ **Start Date** \_\_\_\_\_

**Name of Line Manager** \_\_\_\_\_

**Name of Mentor (if required)** \_\_\_\_\_

**Completed form to be returned to Inset Coordinator  
(delete as appropriate)**

<b>Induction Programme Section 1</b>	<b>Member of Staff responsible/Resources to be given</b>	<b>Date completed</b>
Meet Induction Co-ordinator	Deputy Headteacher (Pastoral) (HMB)	
Introduction to Line Manager/Curriculum Area Manager	Deputy Headteacher (Pastoral) (HMB)	
Introduction to Mentor (if requested)	Deputy Headteacher (Pastoral) (HMB)	
Introduction to SLT and other personnel	Deputy Headteacher (Pastoral) (HMB)/Staff List	
School site - tour, including staff rooms/staff facilities - toilets, cloakrooms, shelves, staff kitchen etc.	Deputy Headteacher (Pastoral) (HMB)/Map	
Times of the day and first day of term arrangements	Deputy Headteacher (Pastoral) (HMB)	
Break and Lunch arrangements	Deputy Headteacher (Pastoral) (HMB)/Meet SHS and staff	
Tour work area and introduction to work colleagues and work area	Line Manager	
School Calendar	Deputy Headteacher (Pastoral) (HMB)/Deputy Headteachers PA (JMS)	
Phone numbers/e-mail addresses – HOD, Line Manager, Cover, School etc	Laminated emergency numbers card Deputy Headteacher (Pastoral) (HMB)/Deputy Headteachers PA (JMS)	
Procedure for absence/sickness	Line Manager/HOD	
Personnel - meet Support Staff including Pupil Receptionist	HMB	
Child Protection information <b>Form signed and certificate issued confirm training has been received.</b>	(Assistant Headteacher (CJA)/ Deputy Headteacher (Pastoral) (HMB)/Assistant Headteacher (JLS)/Assistant Headteacher (LAW)	

Safeguarding Children	Assistant Headteacher (CJA) / Deputy Headteacher (Pastoral) (HMB)/ Assistant Headteacher (JLS)/Assistant Headteacher (LAW))	
Health and Safety at Work Policy and Procedures, including - subject-specific	Line Manager/HOD/Assistant Headteacher (JLS)	
Data Protection Policy and Procedures	Line Manager/HOD/Data Protection Officer (RHP)	
Finance office - personal details, pay, swipe card etc	Finance & Administration Manager (MRB)	
Car registration/parking	Deputy Headteachers PA (JMS)	
School Visits - teaching staff	Events Coordinator (JP)	
Staff Handbook	Deputy Headteacher (Pastoral) (HMB)	
ICT and Resources familiarisation	ICT Systems Manager (PGL) (Network), SIMS Administrator (SWL)	
Performance Management/Appraisal system	Line Manager	
Inset/CPD/Training Days	Deputy Headteacher (Pastoral) (HMB)	
Reprographics	JAK Procedures and familiarisation with staff-room copier.	
Date for next meeting with Induction Co-ordinator agreed for the end of the first month, to review progress and agree training and development needs	Deputy Headteacher (Pastoral) (HMB)	
Meeting held, development needs identified and means of meeting them agreed	Deputy Headteacher (Pastoral) (HMB)	
Meeting held. Action plan agreed to deal with outstanding items on induction checklist.	Deputy Headteacher (Pastoral) (HMB)	
Information given re policies and procedures to be found on <a href="R:\Staff - General Area\Policies">R:\Staff - General Area\Policies</a> <b>Form signed and returned to the Headteachers PA - (CAC), to confirm understanding of the responsibility of individual staff to read the policies.</b>	Deputy Headteacher (Pastoral) (HMB)	

<b>Name:</b>	
<b>Signature:</b>	
<b>Date:</b>	

**Approved by the Governors' Personnel Committee on:**

**Review Date: September 2020**