



**St Ursula's Convent School**  
**A Humanities College and Teaching School**

**CONTINUING PROFESSIONAL  
DEVELOPMENT POLICY**

**Policy reviewed by:**

**HEADTEACHER  
SENIOR LEADERSHIP TEAM**

<b>Reviewed</b>	<b>Agreed by Governing Body</b>	<b>Next review</b>

## **CONTINUING PROFESSIONAL DEVELOPMENT** **POLICY 2016**

### **The aims of Staff Development**

The aim of staff development, teaching and support, is to improve the quality of education for students, both by improving the standard of teaching and learning, and by developing the community in which the learning takes place. The encouragement of the professional growth of teachers should contribute both to their classroom teaching and their part in the wider life of the school, as well to their career development.

### **ACHIEVING THESE AIMS:**

#### **The process:**

- Development and training will be a continuous, planned and systematic process based on the identification of the needs of the school, departments and the individual staff
- Development and training will be integral to the School Development Plan
- CPD will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks.
- All staff are responsible for their professional development and to use Paragon to record evidence against selected professional standards
- All staff and Governors will have access to training and development activities
- This will include the induction of all new staff including Newly/Recently Qualified Teachers and all non-teaching staff
- Impact of CPD will be included in the March and July reports to Governors as a result of the interim and final teacher appraisals.

#### **Funding:**

- Departmental training will be paid by individual department budgets
- All other Training and Development funding will be derived from the Teaching School budget.
- Departments should ensure value for money when planning training and impact evaluation must take place following training undertaken by their department through teacher appraisal.

#### **What form will the Training and Development activities take?**

These are numerous and include:

- Leadership of Learning for all staff
- Whole school training and development activities
- Off-site Courses
- Development activities with colleagues
- Team teaching
- Work shadowing
- Coaching and mentoring
- Action research projects
- Sharing expertise
- Networking and collaborating
- On- site training
- In class advisory support
- Lesson observations

### **CPD Planning**

- This is integral to the processes of School Improvement Planning
- A training and development plan is included in the SIP. This is based on the needs of the school, the department and individual needs as identified in Performance Management review or via Line Managers. This plan includes estimated costs and outlines procedures for monitoring and evaluating its effectiveness.
- Teachers will be provided with cover to release them to undertake activities if these take place in the school day but funds will be taken from departmental budgets.
- All members of staff must complete the Training Request Form and inform the Deputy Head 2 weeks in advance of cover needs.

### **Training requests, evaluation and tracking**

- On line system – all staff are expected to complete a form applying for training and development. This should be discussed with HODs/Line Managers and forms passed to the Deputy Head for authorisation and processing. All applications must be in the context of the SIP. This form is forwarded to the TS administrator for processing.
- Evaluation (including next steps) and dissemination to colleagues must take place and be recorded in Department Meeting minutes and Line Management minutes.
- Impact evaluation must form part of the **Department Improvement Plan and Department SEF**.