Ashleigh Primary School

Continuous Professional Development

Policy

Reviewed: Jan 2018

Staff: Jan 2018

Approved by Governors: \_\_\_\_\_\_\_\_\_\_

Review date: Jan 2020

**British Values**

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

**Race Equality and Racial Harassment**

Implicit in all our policies is a belief in race equality and everything will be done to promote this. We do not tolerate racial harassment. (Refer to School’s Race Equality and Racial Harassment Policies).

**Introduction:**

Ashleigh Primary is committed to supporting the professional development of all staff throughout their career. Every member of staff has a valuable contribution to make in helping all pupils maximise their potential. The commitment to the professional development of staff ensures that we maintain and develop competence, expertise and confidence in delivering a service of the highest quality.

**Aims:**

* To improve the quality of children’s learning
* To improve professional standards
* To support individual professional development
* To enable all those associated with the school to share a commitment to the
* Schools Improvement Plan furthering the schools development
* To create a supportive learning culture which encourages all staff to see their own learning as a life long process based on self evaluation
* To addresses the professional and personal needs of staff by providing staff with a wide range of opportunities to maintain and develop their professional expertise and competence
* To implement national and local authority policies and priorities
* To encourage staff to reflect on their own good practice and to share this with colleagues
* To create a climate of continuous support for staff and respect for individuals within and across the school
* To maintain and enhances staff motivation, job satisfaction and confidence
* To enable focused and high quality feedback to be made to staff about their performance, about their strengths and areas for further development, and how their development needs can best be satisfied

**In school training:**

This takes place as part of Staff Meetings held weekly on a Wednesday between 3.30 and 4.45. The programme for INSET is organised by the Head Teacher and Deputy Head Teacher and is determined by the school’s priorities from the School Improvement Plan and the needs of the school at a given time. The meetings are chaired and led by either members of staff responsible for a management area or by outside speakers with specialist expertise.

The Leadership Team also meets weekly (Monday/ Tuesday lunchtimes) as a smaller group considering specific issues and often reporting back to the full staff at a later date.

Welfare assistants have monthly meetings where INSET is often a focus.

These meetings give opportunity to share good practice as well as to report back on any inset training. These meetings are incredibly valuable and any handouts etc. from courses are stored in the INSET folder stored in the PPA Room .

**Training from the LA and SiG5 school improvement group:**

The Educational services work in partnership with Ashleigh and ensure that staff are able to access a full range of appropriate opportunities. They support and facilitates the continuing professional development of all staff through the provision of resources , training, monitoring the effectiveness of school CPD and through regular communication with the CPD coordinator.

**Performance Management Meetings:**

These are held annually and are a formal requirement. They commence with self-evaluation of performance and then a focus on future aspirations and how these feed directly into the schools Improvement Plan. Teaching Standards assist teachers in focusing on their performance and in planning for future targets. Training that supports the School Improvement Plan will be identified at this meeting. The review itself is part of and assists in the maintenance of the teacher’s CPD profile.

The review of the past year includes the consideration of the extent to which the previously agreed targets have been achieved and establishing the targets for the following year.

A list of overall training needs is prepared and kept for actioning by the CPD Co-ordinator.

**Newly Qualified Teacher Induction:**

New teachers should familiarise themselves with the school handbook and school policies. A mentor is allocated to any new staff who will hold regular meetings to discuss professional progress within the school. Additional provision is made for them to:

* Seek guidance from subject leaders
* Observe experiences teachers and be observed by their colleagues
* Review, self evaluate and identity future targets with their mentor / Deputy Head.

**The Role of the CPD Leader (Deputy Head Teacher)**

* ensures that staff development needs are collated and that the CPD programme is planned annually
* ensures that resources are allocated fairly taking into account the needs of the school and individuals
* ensures that all staff have access to information on CPD development
* opportunities
* liaises with principal teachers and individual staff
* manages the training plan for the school in consultation with the Headteacher
* ensures new staff receive appropriate induction training
* produces an annual report on the training plan stemming from Performance Management needs

**Governors:**

The 1986 Education Act requires school governors to agree school development plans.

Governors will be notified of all staff development in the Head Teacher’s termly reports.

Governor training is seen as an important element of school, development and Governors will be urged to attend courses relating to their role in school.

**Resources:**

A budget for continuous development is devolved to school. This budget is available to support the professional development and training of all members of staff – teachers and support staff.

The LA has a key role in supporting the professional development of staff. A team of advisers, professional officers and development officers has a clear responsibility for staff development. The service has produced a range of curriculum support materials, incorporating good practice, that make an important contribution to professional development.

**Monitoring:**

The Administrators in the office are responsible for booking and recording the courses attended by staff.

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_