

Greens Norton C of E Primary School



Policy Statement for Continuing Professional Development

'In our school everyone can join in with everything we offer'

Approved by

J. Docking, Chair of Governors

J. Pickering, Head Teacher

1 Introduction

1.1 Our school values all the people who work within it. Our aims state that everyone is respected and valued. We all take responsibility for and pride in our work and behaviour. We must all be prepared for the future and the opportunities that are available to us. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

2.1 All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities such as:

- those identified within our School Development Plan (SDP);
- appraisal as part of the National Performance Management system.
- Dfcsf guidance for newly qualified teachers;
- priorities identified in the LEA's Educational Development Plan (EDP).

2.2 Our school ensures that all staff and governors have equality of opportunity without discrimination in seeking the highest level of personal achievement.

2.3 All staff working in our school receive a planned induction, as outlined in our staff handbook. Induction for parent helpers, work experience students, supply staff and teachers from external agencies is supported by a guidance booklet. All teaching staff are entitled to an annual appraisal, through which professional development needs may be identified to support negotiated targets for development. Similarly, support staff are entitled to an annual performance review.

2.4 The school recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.

2.5 Newly qualified teachers (NQTs) are entitled to a specific programme of support and development. NQTs are entitled to a 90% teaching load, an induction tutor and identified written targets based on regular observations.

3 School Development Plan

3.1 The professional development of staff is linked to our School Development Plan. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will reflect the professional development needs linked to these priority areas. Funding for professional development is identified in the budget, which is set on an annual basis.

4 Evaluation and dissemination

- 4.1** All professional development activities are monitored for their impact on school performance.
- 4.2** The Professional Development Co-ordinator records all professional development undertaken in and out of the school. The Professional Development Co-ordinator prepares a termly update for the Headteacher's report to governors.

5 CPD programme

- 5.1** The CPD programme offers staff a wide range of development opportunities.
- review of job description;
 - induction;
 - appraisal;
 - staff training days;
 - joint staff and governor training sessions;
 - paired reviews of children's work;
 - paired lesson observations;
 - membership of working groups;
 - conferences and seminars;
 - coaching and mentoring;
 - membership of local and regional networks;
 - membership of professional associations;
 - placements and secondments;

6 Appraisal as part of performance management

From September 2000 a new appraisal model in the form of a performance management system applies to all teachers and the headteacher in our school. The aim is to help us improve by agreeing and reviewing priorities within the context of the School Improvement Plan. The outcomes of performance reviews help to set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

The appointed Co-ordinator will oversee the CPD policy in conjunction with the Headteacher and the policy will be reviewed regular basis

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