



Stretford
Grammar School
Aspirat primo fortuna labori

CPD (Continuing professional Development) Policy

Ratified by Governors:



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CPD Policy

Member of staff with overall responsibility: Mrs. E. Baxter

Governing Body Sub-Committee with reviewing responsibility: Curriculum and Standards

Principles and Aims

CPD at Stretford Grammar School is committed to high quality professional development of all staff in line with both whole school and individual priorities.

Staff development is crucial in ensuring that staff have the knowledge, skills and understanding to continue improving their practice, delivering whole school priorities and ensuring the best possible outcomes for students, both academic and wider.

CPD also plays an important role in contributing to staff morale through supporting professional aspirations and career progression.

The Teachers' Standards set out a number of expectations about professional development; namely that teachers should:

- *keep their knowledge and skills as teachers up-to-date and be self-critical;*
- *take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;*
- *demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;*
- *have a secure knowledge of the relevant subject(s) and curriculum areas;*
- *reflect systematically on the effectiveness of lessons and approaches to teaching;*
- *know and understand how to assess the relevant subject and curriculum areas.*

Improving standards through the quality of Teaching and Learning and the Curriculum are the main focus of the school's CPD planning and provision but professional needs identified by individual staff will also be considered. The ultimate aim of CPD, therefore, is the improvement of whole school practice to raise standards.

The training needs of ECT (Early Career Teachers) and staff new to the school are recognised as a priority. The New Staff Induction programme is planned by the Deputy Headteacher.

Priority is also given to statutory training that needs to be updated regularly, for example, Safeguarding, SEN Updates, Fire Safety Training, First Aid, Food Allergy and Prevent Training.

Activities

CPD takes a number of forms, including:

- Induction of new staff
- Statutory whole staff health and safety training and updates: epilepsy, asthma, diabetes, fire safety etc
- Statutory whole staff safeguarding training
- Exposition, exchange and sharing of good practice on Teaching and Learning and the Curriculum

- Subject specific training, for example, Exam Board Feedback on the latest exam season; sharing of good practice on an aspect of the curriculum or specification
- Lesson observation, learning walks, feedback and sharing of good practice
- Work scrutiny, feedback and sharing of good practice
- Peer observation and feedback
- Discussion of behaviour management and pastoral issues/ support
- Collaborative planning

All members of staff have access to both induction and CPD. The Performance Management process enables staff members to discuss and make requests for their ongoing professional development.

Leadership of CPD

In conjunction with the Headteacher and SLT, the Deputy Headteacher identifies the school's CPD needs.

A whole school plan for annual CPD will be produced, informed by the following:

- The needs of the school as outlined in the SEF and the SDP
- Outcomes of the PM process
- Issues to be addressed as part of external monitoring of the school, for example, Inspection Reports, SIP reports
- National and local priorities: KCSIE, PREVENT, Sexual Harassment
- Statutory annual training: Medical and Safeguarding
- Completion records will be maintained

Supporting a range of CPD activities

- Whole school CPD may be accessed through in house delivery, for example, during INSET days
- Whole school CPD may also be delivered through online programmes and resources for staff to complete with greater flexibility, for example, National College
- Staff who undertake training relevant or of value to whole school priorities are expected to feedback either at department or whole school level

Applying for CPD

- Staff wishing to apply for subject specific or pastoral CPD should apply through the Bidding System through the form on the Shared Drive

Review and Monitoring

- The impact of CPD on Teaching and Learning and the Curriculum is evaluated through quality assurance monitoring and feedback, including lesson observation, learning walks, work scrutiny and line management meetings
- Staff have an opportunity to discuss their CPD needs both through the PM process and more informally with their line manager

- Members of SLT inform staff of whole school training needs and priorities, for example, development of Teaching of Teaching and Learning and delivery of the Curriculum
- Middle Leaders (Curriculum and Pastoral) discuss training and CPD issues with their SLT line manager