

CONTINUED PROFESSIONAL DEVELOPMENT (CPD)
INSET POLICY
PORTHCAWL COMPREHENSIVE SCHOOL

PREAMBLE

The Continued Professional Development (CPD) policy for Porthcawl Comprehensive School concerns the professional development/learning, continued training, guidance and support of all staff. The school believes that effective staff should take ownership and give a high priority to their own 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. Effective CPD also assists with recruitment and retention within the school. As such CPD is obviously a vital element of school improvement and is the key to raising standards of attainment and achievement through high quality teaching and learning. Thus CPD is an entitlement for all staff at Porthcawl Comprehensive School whereby they are supported and encouraged to reach their potential.

A coherent professional development programme is an integral part of the performance management process within the school. The two processes go hand in hand.

POLICY

All staff, teaching, support staff and governors shall have an entitlement to equality of access to high quality induction and CPD. All members of the school community will have opportunities through Performance Management, appraisal and review to discuss and identify their professional development needs.

The aims of CPD within Porthcawl Comprehensive School are

- to recognise and respond to the needs of the school as a learning community;
- to improve the quality of learning and teaching for all pupils;
- to respond to the School and Department Development Plans, LEA, local and national priorities;
- to enable teaching and non-teaching staff to have access to opportunities for professional and career development;

- to improve staff motivation through development of their skills and updating their knowledge thus raising their confidence, esteem and participation;
- to recruit and retain excellent staff and to prepare them for the next stage in their career;
- to provide recognition of additional skills, knowledge and competencies acquired by staff, including through formal recognition;
- to develop technical competencies and understanding to make the school a safe and secure environment;
- to provide a response to CPD needs identified through the Performance Management and appraisal processes.

PROCESS

The Headteacher (**Mr. K. Dykes**) is ultimately responsible for the working of the policy as a whole, for staff selection and promotion (in liaison with governors), guidance and mutual review. CPD and its impact is addressed through Headteacher's Reports to the Governing Body.

The overall responsibility for the management of CPD rests with a nominated member of the Leadership Team as co-ordinator (**Mrs. J. Sloggett - Assistant Headteacher**). The co-ordinator is responsible for the implementation, organisation and evaluation of the school's CPD policy. The role includes the collation and dissemination of INSET information, correspondence with outside agencies (e.g. LEA), guidance, arranging visits, opportunities for further training etc. Regular discussions are held with the Headteacher and Leadership Team to determine main CPD priorities and the likely budgetary implications of addressing these needs.

Work is also undertaken by the CPD co-ordinator in identifying individual or whole school training needs from Performance Management targets and the annual report to the Head teacher by Heads of Department.

The Office Manager (**Mrs. M. Evans**) is responsible for the identification and planning of training needs for support staff. All details are then reported to the CPD co-ordinator.

Individual members of staff are encouraged to keep an updated copy of their own CPD records, although a secondary record of training is kept in the school office.

PROCEDURE

The range of CPD for teachers is as follows:

- Support/development of newly qualified staff - NQTs through Induction
- Support/development for Early Professional Development (EPD)
- Support of the development of skills as subject teacher, HOD, ALNCo, HoY etc.
- Support/development for career progression
- Support/development of experienced teachers
- Support/development for SMT (management course, NPQH, LPSH etc.)

CPD for Support staff:

- Provides opportunities to be effective in a support role
- Provides a staged progression of CPD activity, including opportunities to gain appropriate National Qualifications
- Provides opportunities to gain new skills and knowledge.

The CPD co-ordinator is primarily responsible (in consultation with the Headteacher) for INSET planning and administration. This encompasses the following duties:

- identifying needs in relation to current and future needs (both whole school and individual);
- collating and disseminating information on national, ESIS and LEA courses;
- advising staff on INSET opportunities;
- managing the School Effectiveness Grant and Welsh Effectiveness Grant;
- production of an annual training plan schedule;
- evaluation of provision through feedback from participating staff.

CPD planning is linked and integrated with the School Progress and Development Plan and is based on a range of information which forms the basis for approval for CPD activities:

- The needs of the school as identified through self-evaluation;
- Issues identified through other monitoring, e.g. Inspection, ESIS visits, Investors in People;

- National and local priorities;
- Analysis of Performance Management Objectives;
- Department Development Plans;
- Reports to Headteacher;
- Feedback from staff and others including governors, pupils and parents where appropriate.

A variety of approaches are therefore necessary and it is the responsibility of the CPD Co-ordinator in consultation with the Headteacher and Leadership Team to determine what is appropriate in relation to perceived needs and agreed objectives. Thus the school supports a wide range of opportunities for INSET:

- Whole school closure days;
- INSET courses organised by LEA, Examination Boards and Higher Education Institutions as well as courses organised by Training Consultancies/Agencies;
- ESIS advisor visit to assist an individual teacher/group of teachers/whole staff;
- In-school courses/INSET - with providers from within the school (using the expertise available e.g. Learning Group, observation of colleagues etc) or having external providers attending the school;
- Secondment e.g. Leadership Team;
- In-house opportunities for job shadowing and job sharing;
- Observation of colleagues;
- Working alongside a colleague (e.g. team teaching);
- Research opportunities;
- Practical experience e.g. exam marking, moderation;
- Coaching or mentoring of colleagues;
- Networks or Professional Learning Communities;
- Opportunities for staff to visit other schools to observe or participate in good practice;
- Opportunities to participate in decision making and to get a view of the school as a whole by being members of working parties and the involvement in school development planning;
- Management development through being members of the Governing Body and serving on specific committees;
- Working with colleagues from our partner primary schools on a cluster basis;
- Temporary responsibility such as a T.L.R. post in a colleague's absence.

INSET training is funded by the School Effectiveness Grant(SEG) and Welsh Effectiveness Grant(WEG), with additional funding provided from the School Budget as required.

The school endeavours to source the provision of CPD according to the principles of best value. Annually the SLA agreement with ESIS is discussed in terms of its appropriateness and competitiveness.

All members of staff are made aware of the funding allocation through the Staff Development Notice Board.

Requests to attend INSET courses are made to the INSET Co-ordinator and copies of INSET Evaluation Forms and reports are completed on return. Evaluation Forms for INSET courses are available from the staffroom, Mrs. Sloggett and Mrs. M. Evans. A maximum of two members of staff (unless there are exceptional circumstances) are allowed to attend external courses on any particular day in order that cover can be suitably managed within the school. Travel expense claims will not be considered until the relevant Evaluation Form is completed and must be accompanied by appropriate receipts.

A copy of the Evaluation Report for each whole school closure day is distributed to staff and relevant providers. Responses from staff contained in the evaluation forms are used to further improve and modify future provision.

On return after INSET, details from courses are cascaded to the relevant members of staff in school and this is usually done via department meetings or through the distribution of relevant papers. This process ensures the dissemination of good practice to thus support teaching and learning.

Records are maintained of INSET training received by members of staff via a personal file. In the file are kept:

- copies of forms and documents relating to the member of staff's application for his/her post in the school;
- copies of references in connection with applications for other posts;
- details of INSET undertaken
- a copy of the current job description;
- any other appropriate documents.

Accreditation

Where appropriate, nationally recognised accreditation is sought for both teaching and support staff when engaging in staff development activities. Such accreditation can range from NPQH qualification for the Leadership Team, Masters Degrees, NVQs and diplomas for teaching and support staff, First Aid training and accreditation in health and safety, risk assessment etc. for caretaker staff. Accreditation is thus positively encouraged when relevant.

Review and Evaluation

Performance Management reviews, Appraisals, Self-Evaluation, Reports to the Headteacher, lesson observations etc. provide opportunities for staff to reflect on the work undertaken, to consider skills learned and to identify and plan for future development needs and priorities. Thus providing a mechanism for evaluating in a planned and systematic way. The CPD Co-ordinator reviews Evaluation Forms to allow for quality assurance ensuring that the school accesses INSET of a consistently high standard.

The school is accredited with the Investors in People Award as a quality standard by an organisation that supports effective CPD.

Porthcawl Comprehensive School recognises the importance of a planned, coherent and co-ordinated programme of CPD and its impact upon the core business of learning and teaching and the ultimate learning experience of our pupils.

CS 21.11.11