



CHATHAM & CLARENDON GRAMMAR SCHOOL

Continuing Professional Development Policy

Agreed by Governors: 2 May 2023

1. Principles, Values and Entitlements

- 1.1 Chatham & Clarendon Grammar School is a “learning community” where all are involved in a continuous process of development and improvement. The school is committed to fostering a positive climate for continuous learning. Continuing Professional Development (CPD) is the means through which this occurs.
- 1.2 CPD will be coordinated by the Assistant Headteacher responsible for CPD with a clear job description and who will be a member of the school leadership team but who will be assisted by others in taking forward this policy.
- 1.3 The central emphasis will be on the quality of teaching and learning, improving standards and developing leadership, safeguarding and personal development. The aim is the improvement in the teaching practice of individuals and department teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.
- 1.4 Chatham & Clarendon Grammar School also believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
- 1.5 All staff shall have an entitlement to equality of access to high-quality induction and continuing support and development.
- 1.6 Arrangements for accessing CPD will be known to all staff and information, documents and links to external providers can be obtained through the Assistant headteacher. All staff and governors have access to the training webinars, videos and certificated study modules found on the National College training platform. A database records all training modules that are accessed and completed. All staff have access to training modules and external courses hosted by Kent CPD online under the administration of The Education People. A database records all training modules and courses completed by CCGS staff.
- 1.7 All staff will have opportunities to discuss their professional development needs (through performance management and other mechanisms/ procedures).
- 1.8 CPD planning will be linked to the Chatham & Clarendon Grammar School Improvement Plan (SIP) and be based on a range of information:

- The needs of the school as identified through its self-evaluation
- Issues identified through other monitoring, eg OFSTED
- National and local priorities eg national strategies, local community priorities
- Performance Management
- Observation feedback data
- Learning ethos drivers.

- 1.9 Chatham & Clarendon Grammar School will have effective measures in place to audit the professional needs of staff and link these to Chatham & Clarendon Grammar School's self-evaluation and performance management system.
- 1.10 Chatham & Clarendon Grammar School's CPD provision will allow staff to develop progressively, with reference to recognized competency frameworks such as the TDA's teacher standards frameworks, competency descriptions for teaching assistants (known locally as LSAs), HLTAs, business support staff, etc.
- 1.11 Chatham & Clarendon Grammar School will support professional recognition including accreditation of the CPD undertaken.
- 1.12 Chatham & Clarendon Grammar School will support training for those teachers supporting ITT (Initial teacher training) through the PGCE, RTP, Teach first and School's Direct routes. ECT and ECT mentors will have access to extended training resources by provided by the Education Development Trust and administered through Thames Gateway Teaching Hub.
- 1.13 The central features of the CPD policy comprises the identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, evaluation of the impact of provision, effective dissemination of good and successful practice within departments and across the school, to ensure that such practice is embedded and reinforced.
- 1.14 CPD can operate effectively at a variety of levels - individual, team, whole school and through wider networks with an emphasis on collaborative learning.
- 1.15 CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.

2. Identifying CPD needs

- 2.1 Chatham & Clarendon Grammar School will have a named Assistant Headteacher responsible for CPD who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post.
- 2.2 The Assistant Headteacher responsible for CPD will have a well-defined description of the role. The Assistant Headteacher responsible for CPD will receive training and support as appropriate to fulfil this role effectively and attend useful providers' sessions.
- 2.3 The Assistant Headteacher responsible for CPD shall be responsible for identifying the Chatham & Clarendon Grammar School's CPD needs and those of the staff working in it. Such needs will be identified largely through existing mechanisms such as the School Improvement Plan, performance management, self-evaluation, national and local priorities, other internal and external monitoring, and feedback evidence and through informal and formal discussions with individuals and teams. They shall also liaise closely with the Assistant Headteacher responsible for Teaching and Learning and Achievement and Standards where appropriate.

- 2.4 The Assistant Headteacher responsible for CPD will be responsible annually for discussing with the Headteacher the main CPD priorities and the likely budgetary implications of addressing these needs.
- 2.5 The Assistant Headteacher responsible for CPD shall attend appropriate Governing Body meetings and, at least annually, present a report on the provision and impact of CPD.
- 2.6 Requests for accessing CPD should be addressed to the Assistant Headteacher responsible for CPD who will decide on the whether the request goes ahead.
- 2.7 The CPD leader and Middle Leaders shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to appropriate staff.
- 2.8 The Assistant Headteacher responsible for CPD shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:
- Early Career Teachers (ECT)
 - Other staff new to the school or role
 - Teachers in their early years, post ECT training
 - Teachers with 5 years+ experience (including those beyond the threshold and those in the later stages of their career)
 - Teachers specialising in teaching particular groups of pupils eg EAL supervisors
 - Middle Leaders eg Heads of House / Subject Leaders (Emergent Leaders);
 - Senior Leaders in their early years
 - More experienced senior managers
 - Annual guest teachers
 - Senior support staff including Business Managers, ICT Systems Managers and Premises Managers
 - Learning support assistants, EAL support, language assistants and learning mentors
 - Student Services Support Officers
 - Lunchtime supervisors
 - Secretarial and administrative staff including librarians
 - Technicians including science, DT and ICT
 - Cover supervisors and other employed staff who regularly provide cover and those seeking to return to the profession.
- 2.9 The CPD leader may act in an advisory role to related groups (eg governors and catering staff).
- 2.10 The above will be achieved by having a centralized opportunity framework which is advertised to all staff at the Chatham & Clarendon Grammar School.
- 2.11 The Assistant Headteacher responsible for CPD will be responsible for ensuring that providers are of sufficient quality.
- 2.12 The school will have systems and opportunities for teams and the whole school to discuss and feed back to the CPD Leader Assistant Headteacher responsible for CPD details of priorities and methods including the use of the school training days.
- 2.13. The Assistant Headteacher responsible for CPD will be responsible for ensuring the efficient provision of opportunities, as determined by the 'centralised opportunities framework'.

3. CPD Provision

3.1 Planning for Effective CPD

The opportunities available will fully reflect the Code of Practice produced by the DfE in that they will only be offered if they:

- meet identified individual, school or national development priorities
- are based on good practice - in development activity and in teaching and learning
- help raise standards of pupils' achievements
- respect cultural diversity
- are provided by those with the necessary experience, expertise and skills
- are planned systematically and follow the agreed programme except when dealing with emerging issues
- are based, where appropriate, on relevant standards
- are based on current research and inspection evidence
- make effective use of resources, particularly ICT
- are provided in accommodation which is fit for purpose with appropriate equipment
- provide value for money
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

3.2 Supporting a range of CPD activities

The school will support a wide portfolio of CPD approaches identified according to "Best Value" principles and which reflect the learning effectiveness of the participants. These include:

- Chatham & Clarendon Grammar School training using the expertise available within the Chatham & Clarendon Grammar School staff will be encouraged (through the Learning Ethos Initiative, collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer observation and evaluation, collaborative enquiry and problem-solving, modelling, G2O programme)
- coaching and mentoring and engaging in a learning conversation (G2O)
- job enrichment/enlargement (eg a higher level of responsibility, deputising, mentored guidance for taking on further responsibility within their role, job sharing, acting roles, shadowing, leading meetings)
- producing documentation or resources such as teaching materials through targeted twilight (teaching and learning) sessions
- accessing an external consultant/adviser or relevant expert
- master classes, model and demonstration lessons (twilight training)
- role play, simulations
- collecting and collating pupil feedback, data and outcomes
- attendance at a lecture, course or conference
- school visits to observe or participate in good and successful practice
- research opportunities
- postgraduate professional development and other educational knowledge qualifications from higher educational institutions and other forms of professional recognition and qualifications (on a case by case basis dependent on the benefits that can be brought to Chatham & Clarendon Grammar School).

The following programmes will be encouraged:

- Teacher Leader programme
- MA in Educational Leadership and Innovation
- Higher Level Teaching Assistants

- SSAT programmes
- distance learning (eg relevant resources such as educational journals and publications, training videos, reflection, simulations)
- practical experience (eg national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association).

3.3 Recording and Disseminating Good Practice

All those engaged with CPD will be encouraged to:

- reflect on their development using appropriate mechanisms such in their Career Development Portfolio
- seek professional recognition, including accreditation for the work undertaken.

3.3.1 The Assistant Headteacher responsible for CPD will provide directly or organise guidance to staff on how such recognition can be achieved.

3.3.2 The CPD leader will work with appropriate individuals to ensure staff have guidance on producing and updating an appropriate professional development portfolio.

3.3.3 Before the professional development experience, the participant will discuss with the Assistant Headteacher responsible for CPD the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the Assistant Headteacher responsible for CPD.

3.3.4 Chatham & Clarendon Grammar School will disseminate good and successful CPD practice that supports and improves teaching and learning.

3.3.5 Where it is agreed that there would be benefit in a wider circulation or follow up, the Assistant Headteacher responsible for CPD will take responsibility for the organisation, eg circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the Chatham & Clarendon Grammar School website.

3.3.6 The Assistant Headteacher in charge of CPD will be responsible for ensuring whether any follow up is needed to the provider, eg feedback, issues of access.

4. Evaluating Impact of CPD

4.4 The Assistant Headteacher responsible for CPD will review annually provision from commercial suppliers and whether any aspects of the CPD provision (identified programmes and quality of training providers) do not represent value for money and make appropriate recommendations to the Headteacher and Governing Body.

4.2 The Assistant Headteacher responsible for CPD shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The Assistant Headteacher responsible for CPD shall be committed to ensuring that CPD systems and procedures conform to current research findings.

4.3 This will be undertaken at a variety of levels and at intervals including:

- immediate/short term evaluation by participants
- longer term follow-up for a sample of CPD undertaken as part of the performance management process
- informal discussion with colleagues about improved practice
- feedback on the effectiveness of CPD opportunities in the performance management meeting in September of each year.

- 4.4 Use will be made of appropriate DfE and other documents to assess the impact but it will, in any case, comprise hard objective data as well as other beneficial effects such as:
- pupil and school attainment
 - record keeping
 - more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches
 - a climate of supporting success and effort
 - staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness
 - lesson observations
 - pupil enthusiasm, engagement and commitment
 - recruitment and retention
 - career progression/promotable staff, including succession planning.
- 4.5 Annually the Assistant Headteacher responsible for CPD shall provide a report to the Governing Body on the benefits of the CPD undertaken and future needs.