

## **Continuing Professional Development (CPD) Policy**

This policy is a whole school policy including EYFS

### **1 Introduction**

- 1.1** Our school values all the people who work within it. 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 in our school are entitled to professional development opportunities. These opportunities are linked to:

- areas identified within our school
- annual appraisals
- DfE guidance for newly qualified teachers
- National and LEA initiatives
- ISA courses

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

- 2.3** All staff working in our school receive induction, as outlined on induction form. 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 appraisal.

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

**2.5 NQT/APPRENTICE and Apprentice Policy**

The aim of this policy is to ensure that all newly qualified teachers (NQT/APPRENTICES) complete the required period of Induction in line with the arrangements stipulated by the Appropriate Body.

#### **Objectives:**

To put in place the necessary personnel and procedures to ensure that the induction process is completed fairly and rigorously.

To make a recommendation to the Appropriate Body that is based on rigorous and fair assessment, as to whether the NQT/APPRENTICE/Apprentice has met the induction standards at the end of the induction period.

To provide adequate support and guidance to teachers entering the profession, to enable them to develop aspects of their practice in order to reach their full potential.

#### **Strategies for implementation:**

## **The school :**

Will register the NQT/APPRENTICE/Apprentice with the Appropriate body before the start of the first term in which the NQT/APPRENTICE/Apprentice is employed by the school.

Will appoint an Induction tutor for NQT/APPRENTICES/Apprentices. The role of the Induction Tutor is to co-ordinate the induction process, making sure that the Appropriate Body procedures are followed, that the NQT/APPRENTICE/Apprentice receives the necessary support and guidance to meet the Induction Standards by the end of his/her probationary year.

Will designate an Induction mentor (who may be the Induction Tutor) to work closely with the NQT/APPRENTICE/APPRENTICE to support him/her in meeting the standards for Qualified Teacher Status (QTS). The induction tutor/mentor will be a more experienced teacher.

Will provide the NQT/APPRENTICE/APPRENTICE with a 10% reduced timetable

Will ensure that the NQT/APPRENTICE/APPRENTICES job description that does not make unreasonable demands upon him/her; does not demand that s/he teach outside the age range for which s/he is qualified, and ensures that s/he teaches the same classes regularly.

Will provide the breadth of experience needed to ensure that the NQT/APPRENTICE/APPRENTICE meets the induction requirements.

Keep the Headteacher informed about arrangements for induction of NQT/APPRENTICE/APPRENTICES in the school, and whether individual NQT/APPRENTICE/APPRENTICES employed by the school have satisfactorily completed their induction period.

Will follow the required procedures for any NQT/APPRENTICE/APPRENTICE who may be at risk of failing to complete the induction period satisfactorily. The Headteacher will observe his/her teaching, and will inform him/her clearly in writing of the consequences of failing to make the necessary improvements. A copy of the termly report will be attached to this notification, and a copy of the notification will be sent to the Appropriate Body.

## **The NQT/APPRENTICE/APPRENTICE:**

Is required to engage fully with the induction process, identifying strengths and areas for improvement.

Will work closely with the Induction Tutor to use their Career Entry and Development Profile (CEDP) as the basis for their professional development, review and target setting.

Will make him/herself familiar with the induction standards in: professional values and practice, knowledge and understanding, teaching, monitoring and assessment, teaching and classroom management, and ensure that their teaching meets these standards.

Will keep a record of all professional development, monitoring and assessment.

Will express any concerns about his/her induction to the Induction Tutor, the Headteacher or the named contact.

### **The Induction Tutor:**

Will ensure that the appropriate support, monitoring and assessment take place at appropriate times during the induction year.

Will negotiate an individual programme of professional development, with clear objectives, based upon the NQT/APPRENTICE/APPRENTICE's Career Entry Development Profile.

Will provide regular, well founded feedback to the NQT/APPRENTICE/APPRENTICE on his/her progress.

Will arrange, conduct and minute the half term review meetings with the NQT/APPRENTICE as part of his/her formative assessment, and the end of term assessment and review meeting as part of his/her summative assessment.

Make formal observations of teaching at least once every half term and provide fair, accurate and constructive feedback. Maintain a written record of all support, monitoring and assessment that takes place in relation to the induction of each NQT/APPRENTICE.

## **3 Evaluation and dissemination**

- 3.1** The Headteacher may require feedback and/or a presentation upon completion of the development work and may give details of the professional development of staff to parents.

## **4 CPD programme**

- 4.1** The CPD programme offers staff a wide range of development opportunities. This may include:
- review of job description;
  - induction;
  - appraisal;
  - staff training days;
  - reviews of children's work;
  - lesson observations;
  - membership of working groups;
  - subject leader development;
  - conferences and seminars;
  - coaching and mentoring;
  - membership of local and regional networks;
  - membership of professional associations;
  - placements and secondments;
  - ISA membership

## **5 Appraisal as part of performance management**

- 5.1** All staff have an annual appraisal. The outcomes of performance appraisals helps to set priorities for future planning and professional development.

**5.2** Staff Supervision Guidance –The EYFS Statutory Framework requires that early years practitioners are engaged in a cycle of supervision. ‘Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families’

## **6 Monitoring and review**

**6.1** This policy is the Headteacher’s ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

**Signed Headteacher:** *Sally Cox*

**Date:** 17/8/2022