



## Tolworth Girls' Academy & Sixth Form

### Continuing Professional Development (CPD) Policy

**Governing Body Committee:** Quality of Education (Q of E)

**Date reviewed and approved:** June 2023

**Next review:** June 2025

Tolworth Girls' School & Sixth Form (TGS) is a Learning Community and is committed to providing opportunities for the continuing learning and development of its entire staff and governors. Professional Development is the means by which the academy is able to deliver whole academy, team and individual development priorities. Our central emphasis will be on improving standards for all staff including our support team and our governors so that we can maintain our Outstanding and World Class status.

#### Principles

Continuous Professional Development (CPD) is a priority and an entitlement for all staff and governors of TGS.

Its purpose is to:

- Improve the quality of learning and teaching;
- Enable the academy to meet its curriculum aims;
- Provide the highest standards of support and guidance to students;
- Facilitate academy improvement and development;
- Contribute to professional aspirations and career progression;
- Support and challenge strategic decisions to ensure the best outcomes for students.

All staff and governors have a responsibility to utilise CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to students as lifelong learners.

In particular, 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 students 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.

This benefits:

- **The academy**, because it secures high standards of teaching and learning, and enhances the general functioning of the academy;
- **The member of staff**, because their job satisfaction and career opportunities will be increased.

It is also important because the academy wants its students to regard learning as a valuable, enjoyable lifelong activity. Therefore, the staff need to exemplify this attitude to learning in their approach to their work.

**The academy is a community of learners.**

## **2. Approaches to CPD**

TGS will support a wide portfolio of CPD approaches in order to facilitate academy improvement, assist teachers to meet the Teachers' Standards and the Professional Standards for Teachers Post Threshold and increase its accessibility to staff. As far as possible, CPD is personalised and takes into account the needs and career aspirations of the individual member of staff alongside the needs of the academy.

The academy acknowledges that successful professional development, involves working partnerships and should support a culture of trust, respect and scholarship.

It should:

- Have a focus on improving and evaluating student outcomes;
- Be underpinned by robust evidence and expertise;
- Include collaboration and expert challenge;
- Be sustained over time.

Therefore, CPD approaches may include:

- Attending a course or a conference;
- Completing online training;
- Attending internal training using the expertise available within the academy, e.g., pedagogical practices for different subjects and contexts, coaching skills, pastoral skills; leadership development;
- Practical experience, e.g. external examination marking, delivering INSET and external training, ITT subject mentoring, presentations to academy governors;
- Research opportunities and opportunities to participate in award bearing work from higher education institutions and other providers such as the National College for Teaching and Leadership;
- Academy-based collaboration, e.g. learning study triads, department meetings, Heads of Department meetings, pastoral meetings, standardisation and moderation, working parties to research and develop aspects of learning and teaching;
- External collaboration, e.g. contributing to and delivering a training programme, co-ordinating or supporting a local or national learning forum or network, academy visits to observe or participate in outstanding practice;
- Job enrichment or enlargement, e.g. job sharing, acting leadership roles, job rotation, job shadowing;
- Academy-based work overseen by an external consultant, adviser or relevant expert;
- Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, academy, industry or higher education.

## **Induction**

All staff and governors new to TGS receive a planned induction in academy, which is supplemented by external providers. Line Managers, Heads of Department, Heads of Year and Senior Leaders have discrete responsibilities within this process.

- New teachers are invited to spend at least one day in the academy during the term prior to their start date. The days are structured to ensure that new members of staff benefit from a positive and purposeful start to their career at TGS.
- Early Career Teachers (ECTs) follow a specific programme of support and training in line with DfE Requirements. The ECT Mentors and the Induction Lead has responsibility for ensuring this provision.
- Participants of Initial Teacher Training (ITT) follow a structured programme of professional training. The PCM has responsibility for the delivery of these programmes in academy.
- Governors receive an Introduction to Governance document which includes the scheme of

delegation, code of conduct, guidance for visits and other key information. Governors also attend the Introduction to Governance INSET delivered by RBK.

### **In-Service Training**

The academy holds in-service training days (INSET) during the academic year. The INSET programme is planned in advance by the Senior Leadership Team, the content of which is informed by the needs of the academy outlined in the SDP.

The principle purpose of INSET is to improve learning and teaching by:

- Increasing awareness of educational developments and innovations;
- Improving pedagogical knowledge and specialist knowledge, e.g. Special Educational Needs;
- Considering how to implement pedagogical practices successfully in different contexts;
- Sharing examples of effective pedagogical practices to validate as well as challenge existing beliefs;
- Working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogical practices,
- Enabling staff to contribute to the delivery of the academy's development and improvement plans;

The academy aims to make the best use of all available resources and will draw from providers such as:

- In-academy expertise; making use of the knowledge, experience and skills of staff;
- Representatives of agencies or independent organisations or individuals who have specific areas of expertise;
- A variety of institutions including Academies, universities and examination boards; local authority experts.

### **Leadership and Management of CPD**

The Senior Assistant Headteacher with responsibility for Teaching and Learning is the CPD leader and has an overview of staff development. In order for staff to maintain and develop their skills and contribute to academy development, the CPD leader will ensure that CPD balances the needs of the academy and its development priorities; the development needs of each department and the career aspirations of the individual.

The CPD leader's main responsibilities will be to:

- Identify CPD needs through academy self-evaluation, analysis of student outcomes, and analysis of Performance Reviews.
- Discuss CPD priorities and budgetary implications with the Headteacher and the governing body;
- Maintain accurate and up-to-date records of the training undertaken and delivered by staff and governors;
- Monitor and evaluate the quality and impact of CPD through formal and informal feedback;
- Report to the Headteacher and the governing body on the provision and impact of CPD;
- Keep up-to-date with CPD developments nationally and locally;
- Promote CPD as a central element of performance and appraisal;
- Provide details of CPD opportunities and disseminate information to the appropriate staff and governors.

To support CPD, Line Managers will:

- Work within the context of the Appraisal Policy, the School Development Plan (SDP), Department Development Plans and the Teachers' Core and Post Threshold Standards to identify CPD needs;
- Secure appropriate staff development within budgetary constraints;
- take into account the professional and personal aspirations of the member of staff and actively support continuous professional development;
- Be fair, honest and have regard for the academy's commitment to equal opportunities;
- Take into account the current knowledge and experience of the member of staff or Governor;
- Ensure that records of staff CPD are kept up-to-date.

## **Procedures for CPD**

This academy has developed an appropriate leadership and accountability structure for CPD leadership.

CPD will be part of an annual cycle, which links together:

- CPD and on-going development
- Performance management Appraisal (for teachers)
- Appraisal of support staff
- Academy self-evaluation
- The SDP
- Standards (for teachers) as shown in the diagram overleaf

Performance management planning and review meetings will take place from September to December. The objectives set in these meetings will focus on priorities, and reflect any relevant team, year or whole-academy objectives.

Academy self-evaluation will feed into the annual SDP and the SDP will take account of national, regional and local priorities.

The annual cycle of CPD will be based on the CPD plan.

The annual CPD plan will be produced by the CPD lead and will be submitted to the governing body by the Headteacher and CPD lead in September.

It will be based on:

- The outcomes of the performance management process, particularly the annexes to each member of staffs' planning and review statement
- The evaluation of the impact of the previous annual cycle of CPD
- The academy's self-evaluation

The CPD plan will include:

- A summary of the CPD undertaken in the previous annual cycle;
- An evaluation of the impact the CPD has made on the participants, on the functioning of the academy and, most importantly, on students
- A plan for the CPD activities to be undertaken in the current annual cycle, showing how the CPD addresses the objectives of the academy improvement plan and the needs of individual members of staff;
- The resource implications of the CPD plan for this academy year.

## **Additional Information**

CPD may lead to accreditation. The Headteacher will provide guidance to staff on different forms of accreditation and record keeping, including personal portfolios of evidence and external accreditation.

CPD must be evaluated, and the evaluation needs to be planned from the outset as an integral part of the CPD activity. The form that the evaluation takes will vary depending on the nature of the CPD. Evaluation will take place both at the level of the individual in each performance management planning and review meeting, and at the level of the whole academy in formulating the CPD plan.

Evaluation needs to consider the impact on the participant, the functioning of the academy, and crucially, the effect on teaching and learning. It may include quantitative and qualitative data, and may take place over a period. The CPD leader will provide guidance to staff on the appropriate form of evaluation for each CPD activity.

# CPD PROTOCOLS

## Academy Identify course

Staff are identified to attend a specific course by SLT/Assistant Head i/c of faculty

e.g.

- NPQ
- Pixl
- Exam board training etc.

- Member of staff spoken with, course discussed SLT/SL keep a record of the course attended
- Member of staff is informed that they will be expected to share and inform other colleagues
- Staff review course and impact

SL/SLT ensure that the member of staff shares and cascades relevant update information with either Whole staff or Dept. or a Key group  
Written evaluation notes could be provided.  
Evaluation of course could be seen in a number of ways

- T&L- Improvement
- Examination for Key groups etc. Data
- Staff expertise in key skills improved

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## Staff identify a course that they wish to attend

- Examination update
- Skills update
- Knowledge update
- Professional Qualification - NPQH, NPQML, CMI etc.

- Staff speak with Line Manager
- SL agrees to recommend CPD
- HT agrees to CPD and logs info

### YES

- Member of staff completes relevant Forms
- Staff attend course
- Staff evaluate course - pass to SL
- Staff share information with relevant colleagues
- SL allocates relevant time to staff member to disseminate knowledge to colleagues
- Impact measured by staff member

### NO

Staff/SL discuss the reasons for the refusal and look for other avenues e.g.

- other colleagues
- In-house
- other Academies

To address needs