



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

Reviewed by Full Governing Board on December 2017
Further reviewed: 15th September 2020, December 2021 and December 2022, December
2023, December 2024, December 2025

Signed: Victoria Davis
Chair of FGB

Next review date December 2026

Ethos

This policy reflects the vision, values and philosophy of Walmley Infant School. All staff and governors will have an entitlement to equality of access to high-quality induction and continuing professional development.

The school will use a range of providers/types of provision and endeavour to source the provision of CPD according to the best value. Quality Assurance mechanisms ensure that the school accesses provision of a consistently high standard.

The school will have effective measures in place to audit the professional and personal needs of staff and link to the school's self-evaluation. The school's CPD policy will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.

Principles of CPD at Walmley Infant School

All forms of professional development will be based on the following principles:

- all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work
- all staff will have regular opportunities to discuss their development needs and professional aspirations
- all staff have a responsibility to participate in school focused CPD and personal career development

Equal Opportunities

We have carefully considered and analysed the impact of this policy on equality and the possible implications for staff with protected characteristics as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All members of the school community will have opportunities to discuss their professional development needs. The central emphasis will be on improving standards and the high quality of learning and teaching at Walmley Infant School. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement. In turn this will impact on the quality of learning at Walmley Infant School.

It is the responsibility of all staff to ensure that colleagues are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and respect individual differences and needs.

Planning for CPD

CPD planning will be linked and integrated with the School Improvement Plan and be based on a range of information:

- The needs of the school as identified through its self-evaluation
- Issues identified through other monitoring, e.g. Learning Walks, Observations, Subject Leadership requirements, OFSTED reports
- National and local priorities, e.g. national strategies/initiatives
- Local Authority or local community priorities
- Feedback from staff and others including governors, learners and parents/carers

The school's CPD provision should allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfE Teachers' Standards Framework and the Initial Teacher Training and Early Career Framework.

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision-making process to achieve such a balance. CPD opportunities will be rated more highly when 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 learners' 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
- 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

CPD Leader

Walmley Infant School's CPD will be led by the Headteacher, Mrs Helen Murphy. The CPD leader will receive training as appropriate to fulfil this role effectively and will report regularly to the Governing Body.

The CPD leader will be responsible for identifying the school's CPD needs and those of the staff working within it. The CPD leader should inform SLT meetings and advise on CPD issues to include in the School Improvement Plan.

The CPD leader will be responsible for ensuring whether any follow up is needed to the training e.g. feedback to the provider and be responsible for organising any such actions.

The CPD leader's main responsibilities will be to:

- Keep up to date with CPD developments locally and nationally
- Promote CPD as a central element of performance management and school improvement
- Provide details on the range of CPD opportunities and disseminate information to the appropriate staff
- Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all
- Quality assure providers
- Identify the school's CPD needs through mechanisms such as: school self-evaluation, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams
- Discuss with the Headteacher and governing body the main CPD priorities and the budgetary implications
- Report to the governing body on the provision and impact of CPD
- Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for organising any such actions
- Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training
- Regularly and accurately update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement.

Approaches to CPD

A variety of opportunities for CPD will be offered each year. These may include:

- Training using the expertise available within the school e.g. team teaching, skills in classroom observation, sharing existing expertise
- Online learning, e.g. relevant resources, training videos, reflection, simulation, on-line training
- School-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, model and demonstration lessons
- Coaching and mentoring - receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity
- Partnerships, e.g. with a colleague, subject, phase, activity
- Team meetings and activities such as joint planning, observation, special project working group
- Creating an improved learning environment within the school
- Effective monitoring by Year Group Teams
- Attendance at a course, network meeting, conference, Staff training meetings, Year group meetings, INSET days

- New staff induction and probation period meetings, ECT induction, ITT mentoring support, overseeing student development (PGCE, School Direct)
- Opportunities to visit innovative and similar schools to view good practice which may translate to Walmley Infant School
- The school may participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school and which are beneficial to Walmley Infant School.

Assessing the impact of CPD

The CPD leader will assess the benefits of CPD undertaken (and planned), especially as it relates to:

- Learner and school attainment
- Improved learning and teaching
- Increased learner understanding and enthusiasm
- Increased staff confidence
- Increased evidence of reflective practice
- Recruitment, retention and career progression/promotion of staff

The CPD leader and the Governing Body will review this CPD policy annually.