

## **CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY (TEACHING)**

*Last review: May 2015*

Teacher development is central to school effectiveness and school improvement. It is the key to student achievement and learning. Professional development may include study for further professional qualifications, attendance at events arranged by external providers or it may use school based expertise, eg coaching, mentoring and observation; 'learn with and from each other'.

### **Aims**

- To improve the quality of teaching and learning
- To ensure that all teaching staff meet the Teachers' Standards (DfE July 2011)
- To build on excellent practice
- To support teacher aspirations
- To underpin other initiatives e.g. literacy and numeracy
- To meet appraisal objectives
- To support the School Improvement Plan

Professional development policy to respond to the changes and demands within the profession. It will evolve in response to the changing needs of the staff, the students, the school, the Governors and the wider education system. The aim of Professional Development is to provide a means of improving, updating and extending the experience, knowledge and skills of the staff. The policy will endeavour to enhance the quality of teaching and learning, to increase job satisfaction, to aid career development and to help the school operate more effectively.

Professional Development sets out to fulfil the following indicators. That:

- The school is committed to supporting the development of its staff
- The staff are encouraged to improve their own and other people's performance
- The school will strive to recognise the contribution made by all staff
- The school is committed to ensuring equality of opportunity in the development of the staff
- There is a school development plan which sets out the aims and objectives
- The development of people is in line with the school's aims and objectives
- Managers will work towards supporting the development of staff within their area

Professional Development:

- Will give equality of access to training for teaching and non-teaching staff, funding permitting
- Is available for individual staff to plan their careers and to identify career opportunities
- Involve guidance and support before, during and after training as appropriate
- May include a variety of strategies, eg external courses, school based training, visits and shadowing
- Will strive to meet the appraisal objectives of teaching staff

Systems operate to monitor and evaluate the training in order to ensure the best possible use of the limited funds available for Continuous Professional Development.

Middle managers should examine how their department improvement plan fits with the school improvement plan before agreeing to support a training request.

### **Professional Development Record**

A Professional Development Record (PDR) is a collection of material that records and reflects the work of a teacher. It is a way of recording experiences and will help to identify future needs. Along with the Performance Management review it will help the teacher to plan any future professional development. Staff are advised to start maintaining a PDR. There is no fixed format; an individual's PDR will evolve in a format to suit each individual. An NQT will already have begun to gather material towards monitoring, support and assessment during their induction year.

*Discussed by Governors' Staffing Committee: 4 May 2015*

*Approved by full governors: 20 May 2015*