



Robert Carre Trust

Continuous Professional Development Policy

People are a school's most important resource. For schools within the Robert Carre Trust to be effective they must, therefore, invest fully in that resource. A key factor in that investment is the provision of a multi-faceted Continuous Professional Development (CPD) policy which meets the needs of individuals, teams and the whole Trust.

Aims and Objectives

The key aims of CPD at the Robert Carre Trust include:

- supporting, including and recognising the professional expertise of all Staff, Governors and Trustees in the Trust;
- developing teaching and learning throughout the Trust;
- improving student achievement;
- enriching the learning community at all levels;
- driving forward the Trust, School and Departmental improvement agendas;
- informing and supporting the appraisal framework;
- raising morale of all staff in the Trust by sustaining and developing professional capability;
- assisting recruitment and retention within the Trust;
- supporting the Trust's vision on staff and student wellbeing;
- engaging all teaching staff in coaching partnerships to further develop pedagogy;
- ensuring support staff have the right training to do their job to the best of their ability.

Principles

Participation in CPD at the Robert Carre Trust is designed to:

- enable the pursuit and fulfilment of personal professional development;
- facilitate opportunities to work towards career progression and advancement;
- achieve the recognition, accreditation and verification of professional advancement;
- provide tools to support professional learning;
- create a learning community through dialogue and sharing of good practice;
- contribute towards the implementation of Trust, School and Departmental development plans;
- meet the needs of diverse and different professional needs across the Trust;
- make available the time to engage in sustained reflection and structured learning;
- promote and make available opportunities to support mental health and emotional wellbeing of staff and students.

In particular, the Trust believes that CPD is most effective when:

- it provides a balance between autonomy and individual need alongside the schools' priorities, shared purpose and learning culture
- staff have ownership of their own development and are encouraged to reflect on existing practice in order to build on their own expertise
- staff are given access to expertise and evidence-based pedagogical approaches

- it is iterative and sustained over time, allowing for development and evaluation to embed changes into ongoing practice

Leadership and Management of CPD

- Each school will have a named CPD Co-ordinator who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD Co-ordinator in each school will receive training as appropriate in order to fulfil this role effectively.
- The CPD Co-ordinator shall be responsible for identifying the Trust's CPD needs and those of the staff working within it. The CPD Co-ordinator should have a well-defined description of the role.
- The CPD Co-ordinator will be responsible for discussing with the Executive Headteacher, Head of School and Local Governance Tier the main CPD priorities and the likely budgetary implications of addressing these needs.
- They will advise on issues such as the benefits of service agreements with appropriate providers and draw up the CPD plans annually. The lead CPD Co-ordinator will seek advice and liaise with the Operations Manager in the Robert Carre Trust to facilitate this
- CPD issues will be addressed at Local Governance Tier meetings and be included as part of the Executive Headteacher's report. The CPD Co-ordinator shall attend Governance Tier meetings as appropriate, including contributing to LGT reports on the provision and impact of CPD
- There should be robust, transparent arrangements for accessing CPD that are known to all staff.
- There will be arrangements for annual discussions between staff and the CPD Co-ordinator in each school within the Trust to discuss the following within the context of the Trust's priorities, the school priorities, needs and aspirations; methods of accessing CPD provision including appropriate funding, accreditation opportunities, and ways of disseminating the training. Where appropriate, this will be combined with the Appraisal process.

Responsibility

CPD is the responsibility of all Staff, Trustees and Governors through:

- the development of the ability to identify personal learning and developmental needs, as well as those of others;
- the active pursuit of continuous professional development through appraisal structures;
- the continuous development of the skills of self-evaluation, observation and peer review;
- the management of a repertoire of mentoring and coaching skills, and the ability to offer professional dialogue and feedback;
- succession planning for staff roles;
- involvement in and leading of in-service training;
- reading educational, academic and professional texts;
- the development of the collective knowledge base of teaching and learning. Whole school training will support Subject Leaders to design curriculums that demonstrate effective intent, implementation and impact that support effective delivery within the department;
- a significant contribution to school and departmental improvement plan priorities;
- the dissemination of information gained from outside sources/agencies to relevant staff;

Planning for Effective CPD

The Trust arrangements for CPD need to balance the judicious use of resources with the whole school development priorities, staff succession planning and 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, Trust or national development priorities;
- are based on good practice – in development activity and in teaching and learning;
- help raise standards of students' achievements;
- respect cultural diversity, equality and inclusion;
- 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 an environment 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.

Outcomes of CPD

For teaching staff:

- enhanced confidence and ability to make a positive difference to student learning;
- commitment to improving classroom practice;
- continued enthusiasm for collaborative teaching;
- acquisition of subject expertise essential to classroom development;
- identification and addressing of areas of student underachievement;
- discovery, embedding and evaluation of effective new approaches to teaching and learning;
- producing, managing and interpreting student data;
- greater awareness of whole school teaching and learning objectives;
- have a greater understanding of how teachers can promote emotional and mental wellbeing both amongst students and with their colleagues.

For support staff:

- knowledge in relation to up-to-date legislation regarding mandatory qualifications and guidelines e.g. health and safety, fire safety etc.;
- further development of key skills relevant to the successful fulfilment of the post-holder's role;
- have an improved knowledge of how support staff might be able to promote emotional and mental wellbeing both amongst students and with their colleagues.

For all staff:

- reflection upon professional practice;
- career development through needs identification;
- working with evidence to develop creativity and judgment;
- learning from colleagues, both within and outside the institution;
- development of collaborative working;
- recognising and celebrating improvements in their own practice;
- learning new technologies;
- learning to operate in a new role;
- promotion of inclusion;
- development of links with staff in other establishments;
- develop and engender a culture of emotional wellbeing and mental health amongst staff and students.

For Governors and Trustees:

- enhanced knowledge and confidence of the issues affecting education to enable them to carry out their role.

For schools and the Trust:

- the school improvement agenda is supported and driven forward;
- the raising of departmental achievement;

For students:

- academic and personal achievement is raised;
- individual and collective motivation are improved;
- inclusiveness is enhanced;
- emotional wellbeing and positive mental health amongst the student body.

CPD activities:

- (a) External expertise of course providers, including LLP (Lincolnshire Learning Partnership), LEAD Equate, teacher training agencies and examination boards including online standardisation, externally provided courses and NPQs.
- (b) Internal expertise of colleagues through twilight sessions, teaching and learning groups and coaching schemes;
- (c) Peer observation for self-evaluation and development linked to personal, team and whole school and Trust priorities;
- (d) Paired observation through combinations of peer, line manager, performance manager, Governor and SLT departmental link;
- (e) Learning conversations through planned and systematic dialogue between peers, line manager, performance manager, link SLT, mentor or student following observation, as part of joint lesson planning and review, appraisal, working parties and planned twilight sessions;
- (f) Shared classes with other schools in both phases of education;
- (g) Mentoring and supervision of trainees across the Early careers Teacher (ECT) and Initial Teacher Training (ITT) platform. This will be in partnership with LEAD Equate (under EDT and the national provider) for Early Careers Teachers. ITT students will be provided with school-based placements from a range of partner organisations, such as; Lincoln University, Bishop Grosseteste College, Nottingham University and the SCITT providers based at Sleaford St. George's Academy and the Lincolnshire SCITT based at LSST;
- (h) Production of departmental documentation or resources such as schemes of work and training materials;
- (i) Practical in-school experience e.g., delivery of staff/departmental meetings
- (j) Practical external experience e.g., contribution to a training programme, co-ordination of or support for a learning forum or network, membership of a local advisory or planning group, test or examination marking experience
- (k) Secondment and job shadowing opportunities.

Evaluation of CPD

The focus upon evaluation is the outcomes of training: what participants have learned and how new knowledge will be used.

Impact upon teaching indicators:

- Curriculum intent is well considered and implementation effective;
- Integration of skills, knowledge and attitudes into existing good practice in the classroom, observed as part of peer mentoring, joint observations, appraisal or self-evaluation;
- Good practice is shared and impact is measurable.

Impact upon student learning, achievement and motivation indicators:

- observation of students' learning;
- improved examination performance;
- improved uptake of a subject at KS4 and KS5;
- class surveys;
- trends in referrals and exclusions.

Impact upon school and Trust organisation:

- tracking of progress of departmental self-evaluation targets over time;
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- patterns of recruitment and retention including uptake of promotion opportunities;
- patterns of staff inclusiveness.

A course evaluation sheet will be issued to department/subject leaders for completion; however, evaluation is the responsibility of all colleagues. Evaluation in terms of value for money, effective implementation and making informed judgments about the impact of CPD upon teaching and learning is the responsibility of the School Leadership Team, in particular those members of the team linked to Departments for purposes of self-evaluation.

Associated Policies:

- Teacher Appraisal
- Support Staff Appraisal
- Induction

Reviewed by SLT June 2022

Next review: June 2024 (2 years)