



CPD (Continued Professional Development) POLICY

November 2023

Responsibility	Head Teacher
Date of next review by	November 2025

Signed: 
Chair of Governors
Date: 25/10/23

Signed: 
Head Teacher
Date: 25/10/23

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INTRODUCTION

The purpose of this policy is to provide clear information and guidelines on the ethos, philosophy and process of continuing professional development at the school.

PRINCIPLES, VALUES AND ENTITLEMENTS

1. The Aspire Academy is a “learning community” where all are involved in a continuous process of development and improvement. The school is committed to fostering a positive climate for continuous learning. CPD is the means through which this occurs.
2. CPD will be coordinated by the Senior Leadership Team who will be assisted by others in taking forward this policy.
3. The central emphasis will be on the quality of teaching and learning, improving standards and developing leadership. 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.
4. The Aspire Academy also believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
5. All teachers, educational support staff, non-educational support staff and Governors have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through Performance Management and appraisal to discuss their professional development needs.
6. Arrangements for accessing CPD will be known to all staff.
7. CPD planning will be inextricably linked and integrated with the Aspire Academy's 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. OFSTED
 - National and local priorities e.g. AP Free School regulations, local community priorities.
 - Appraisal and Performance Management.
8. The Aspire Academy will have effective measures in place to audit the professional needs of staff and link these to The Aspire Academy's self-evaluation and performance management system.
9. The Aspire Academy's CPD provision will allow staff to develop progressively, with reference to recognised competency frameworks such as the teacher standards frameworks.
10. The Aspire Academy will support professional recognition including accreditation of the CPD undertaken.
11. The Aspire Academy will obtain, where appropriate, quality standards that support CPD.

IDENTIFYING CPD NEEDS

1. The Head Teacher (or delegated member of staff) will be responsible for identifying The Aspire Academy's CPD needs and those of the school community that support and improve teaching and learning. Such needs will be identified largely through existing mechanisms such as the Performance Management, School Self-Evaluation, the School Improvement Plan, national and local priorities, internal and external monitoring and feedback through informal and formal discussions with individuals and teams.
2. CPD issues will be addressed at Governing Body meetings and be included as part of the Head Teacher's report.
3. Requests for accessing CPD should be addressed to the Head Teacher who will decide on the most effective means, communicate relevant opportunities to staff and ensure providers are of sufficient quality. The school will have systems and opportunities for individuals, teams and the whole school to discuss and feed details of priorities and methods, including the use of the school training days.
4. The Head Teacher shall ensure appropriate opportunities are provided for the following groups of the school community:
 - Early Career Teachers
 - Other staff new to the school or role
 - Middle Leaders /Subject Leaders
 - All other Teachers
 - Senior Leaders
 - Support staff: educational, non-educational, including the Project Team
 - Long term Supply teachers
 - Governors
5. As part of their role, Line Managers will be responsible for encouraging and supporting the professional development of their staff. Equally it is the responsibility of individual staff to further themselves through professional dialogues, appropriate training and other professional development opportunities offered by the school.

NQT INDUCTION

1. The aims of NQT induction are:
 - To provide a bridge from initial teacher training to effective professional practice.
 - To ensure NQTs continue to meet the standards for the award of QTS and improve their practice.
 - To provide well targeted support by a trained mentor that, in turn, will help NQTs make a real and sustained contribution to exemplary teaching and learning.
 - To provide an atmosphere that welcomes the NQT and encourages their development as part of a team.
2. The induction programme includes both generic and personalised provision for each NQT and includes the following:
 - Curriculum Leaders will be in communication with any new NQT prior to the NQT's contractual start date.
 - Each NQT will have a mentor assigned to them; this person will act as their formal NQT mentor for induction.
 - All NQTs will be invited for induction at The Aspire Academy.
 - Curriculum Leaders will provide practical information for each NQT. This will include timetables, class lists, schemes of work with relevant resources, lesson plans, the School Improvement Plan, access to class records and assessment data, and relevant paperwork and policies.

- The NQT will receive support in line with statutory guidance. This currently involves 10% reduction in timetable for induction activities, an individual support plan, opportunities to observe and be observed and professional review meetings.
- It will be expected that the NQT will use the 10% reduction in timetable for induction activities which will include a full range of CPD activities. The effectiveness of these activities will be monitored and reviewed by the NQT mentor and will regularly be fed back to the Head Teacher.
- The Head Teacher will appoint the NQT mentors and will ensure the mentor can effectively support the NQT. The Head Teacher is responsible for the training, monitoring and review of NQT mentors.
- Every NQT mentor will be fully-trained to provide support for the NQT. Training will involve: mentor meetings and the professional development cycle; identifying, implementing and monitoring action plans; formally observing and feeding back to the NQT; and completing NQT Induction Termly Assessments.
- All NQTs will meet with their NQT mentor weekly for the first term of their induction. If the Head Teacher identifies their progress as secure then this can be reduced to fortnightly meetings for terms two and three.
- Each mentor meeting discussion will be based around the teaching standards and the professional development cycle. Mentor meeting records will be shared and held by the NQT mentor and NQT. The outcomes from mentor meetings will be regularly shared with the Head Teacher.
- The NQT mentor is responsible for regularly (at least six-weekly) and formally observing and feeding back to the NQT, and for compiling and writing the NQT Termly Assessments. The observations of the NQT can be done in conjunction with the rest of the department but must be coordinated and led by the NQT mentor. The outcomes of these observations will be regularly fed back to the Head Teacher.
- All NQTs will be expected to attend Internal CPD Programme weekly for the entire period of their induction (one academic year). Attendance at these sessions will be monitored and reviewed regularly by the Head Teacher.
- If an NQT is not making adequate progress towards meeting the teaching standards, a personalised teaching development programme will be implemented to support the NQT.
- If the NQT is regularly exceeding the DfE expectations of an NQT, further leadership opportunities will be sought by the Head Teacher.

PLANNING FOR EFFECTIVE CPD

1. The opportunities available will fully reflect the Code of Practice produced by the DfE in that they will only be offered if they:
 - Meet identified individual, school or national development priorities.
 - Be based on good practice: in development activity and teaching and learning.
 - Help raise standards of students' achievements.
 - Respect cultural diversity.
 - Be provided by those with the necessary experience, expertise and skills.
 - Be planned systematically and follow the agreed programme except when dealing with emerging issues.
 - Be based, where appropriate, on relevant standards.
 - Be based on current research and inspection evidence.
 - Make effective use of resources, particularly ICT.
 - Be 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.

SUPPORTING A RANGE OF CPD ACTIVITIES

1. The school will support a wide portfolio of CPD approaches identified according to “Best Value” principles and which reflect the learning effectiveness of the participants. These may include:
 - In-academy training using the expertise available within The Aspire Academy and collaborative activity (e.g. collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer observation and evaluation, collaborative enquiry and problem-solving, modelling).
 - Coaching, mentoring and engaging in a learning conversation.
 - Job enrichment/enlargement (e.g. a higher level of responsibility, deputising, mentored guidance for taking on further responsibility within their role, job sharing, acting roles, shadowing, leading meetings).
 - Producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme.
 - Accessing an external consultant/adviser or relevant expert such as an Advanced Skills Teacher or Lead Teacher.
 - Master classes, model and demonstration lessons.
 - Attendance at a lecture, course or conference.
 - School visits to observe or participate in good and successful practice.
 - Research opportunities.
 - Postgraduate professional development and other educational knowledge qualifications from higher educational institutions and other forms of professional recognition and qualifications (on a case by case basis dependent on the benefits that can be brought to The Aspire Academy).
 - The following programmes will be encouraged: MA in Educational Leadership and Innovation, Higher Level Teaching Assistants, National College programmes, SSAT programmes etc.
 - Distance learning (e.g. relevant resources such as educational journals and publications, training videos, reflection, simulations).
 - Practical experience (e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association).
 - External partnerships (e.g. with a colleague, group, subject, phase, activity or academy-based team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as a Network Learning Community).

RECORDING AND DISSEMINATING GOOD PRACTICE

1. All those engaged with CPD will be encouraged to reflect on their development.
2. The head Teacher will work with appropriate individuals to ensure staff have guidance on producing and updating an appropriate professional development portfolio.
3. Before the professional development experience, the participant will discuss with the Head Teacher the opportunities to disseminate to other staff and provide relevant feedback about the provision and ideas.
4. The Aspire Academy will disseminate good and successful CPD practice that supports and improves teaching and learning.
5. Where it is agreed that there would be benefit in a wider circulation or follow up, the Head Teacher will take responsibility for the organisation, e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on The Aspire Academy website.

6. The Head Teacher will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.

EVALUATING IMPACT OF CPD

1. The Head Teacher will regularly review the provision from commercial suppliers (identified programmes and quality of training providers) to ensure they represent value for money.
2. The Head Teacher shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact and shall be committed to ensuring that CPD systems and procedures conform to current research findings.
3. This will be undertaken at a variety of levels and at intervals including:
 - Immediate/short term evaluation by participants.
 - Longer term follow up for a sample of CPD undertaken as part of the performance management process.
 - Informal discussion with colleagues about improved practice.
 - Feedback on the effectiveness of CPD opportunities in the performance management meeting each year.
4. Use will be made of appropriate DfE and other documents to assess the impact but it will, in any case, comprise hard objective data as well as other beneficial effects such as:
 - Student and school attainment.
 - Record keeping.
 - More effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches.
 - A climate of supporting success and effort.
 - Staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness.
 - Lesson observations.
 - Student enthusiasm, engagement and commitment.
 - Recruitment and retention.
 - Career progression/promotable staff, including succession planning.
 - Community well-being

The CPD Policy will be reviewed biannually by the Governing Body.

