



The Kingfisher Schools Federation

CPD Policy

1. INTRODUCTION

The Kingfisher Schools Federation believes that our people are our most important asset. Without the skills and knowledge of all our staff, our pupils would not enjoy and achieve, remain safe and healthy, have opportunities to contribute to the wider community or achieve economic wellbeing.

We believe that all colleagues should have equal opportunities to continually develop and update their skills in order to meet the diverse and changing needs of pupils and should be pro active in both identifying and meeting their professional development needs.

2. OBJECTIVES

These may be summarised as follows:

- To establish a learning community where both staff and pupils continually seek to improve their knowledge, skills and understanding;
- To ensure that all staff have an entitlement to effective, sustained and relevant professional development;
- To provide a wide range of opportunities for staff to develop their professional skills, knowledge and expertise

3. IDENTIFICATION OF CPD NEEDS

Priorities for CPD will be informed by:

- Improvement/Development Plans;
- The Performance Management process;
- The needs of individual pupils;
- Funding will be delegated to support development activities that help meet these priorities;



4. DEFINITION OF CPD

Anything that contributes to the development of an individual's professional work is regarded as continuing professional development (CPD). This may include, but is not limited to: coaching and mentoring, in-house training, formal courses, meetings, work shadowing, project management, on line learning, reading, job swaps and keeping reflective learning journals.

5. RESPONSIBILITIES

5.1 The CPD leader (Mrs Ruth Nixon) for the Kingfisher Schools Federation, is responsible for:

- Articulating the strategy for CPD based on priorities identified through the School Improvement Plans, Self Evaluation process, induction programmes and Performance; Management;
- Ensuring the strategy is implemented, that resources (funds/expertise) for CPD are utilised effectively, that learning is shared widely and impact of CPD is both understood; and maximised;
- Developing partnerships with other schools, providers of CPD and the local Community, to increase access to CPD opportunities;
- Managing the CPD programme and budget in line with the CPD policy and school priorities;

5.2 Induction

A thorough Staff Induction is vital to ensuring that colleagues new to the role feel quickly able to take on the responsibilities of their post. All new staff to the school, or those promoted internally, are entitled to an organised induction programme and will be allocated a mentor.

5.3 Initial Teacher Training (ITT) Trainees

For all ITT Trainees, the member of staff who is the responsible link between the school and the ITT provider will agree an appropriate induction programme with the ITT provider and the trainee.

5.4 Newly Qualified Teachers

For all NQTs the induction programme will meet national and county standards as well as introducing the school's philosophy, ethos, policies and working environment. Their line manager, in conjunction with the CPD Leader, and others with relevant experience and expertise will carry this out.



5.5 Qualified Teaching Staff New to the School

There will be a specific induction programme which will familiarise the person with school procedures, policies and the working environment. This will be largely negotiated, and will recognise the individual's own requirements in needing to acquire the specialist knowledge required to work at our Schools.

5.6 Internal Promotions or Changing Posts

There is an agreed programme of induction between the appointed person and the Head Teacher.

5.7 Classroom Support Staff

There is an induction programme carried out by the Head Teacher. This will familiarise the appointed person with school timetables, routines, expectations, procedures and policies.

5.8 Midday Supervisory Staff

The Head Teacher supports MDSAs in their introduction to school. They will be provided with written guidance and a copy of the Safeguarding policy by the Head Teacher and will have a personal briefing from the nominated member of staff with responsibility for child protection.

5.9 Administrative Staff

The School Business Manager and in conjunction with the Head Teacher give an induction programme to the Administrative Staff. This will enable such staff to become accustomed to all the routines, their responsibilities, policies and procedures, as well as the use of available equipment.

5.10 New Premises Staff

The Caretaker/Cleaner and or School Business Manager will give an induction to New Premises Staff, together with the Head Teacher, who has responsibility for Premises and Health and Safety, to establish appropriate working practices for the maintenance of the buildings.

5.11 New Governors

The Local Authority will provide ongoing training to New Governor's. The whole Governing body and the sub-committees receive additional training. New governors are given an Induction Pack and will be assisted so that they become familiar with the school's policies, routines and procedures. This process will include opportunities to see the school in operation.



6.0 MENTORING

Support and guidance for all staff is available and each staff member will have a line manager (as below), who they should turn to in the first instance for advice. Additionally formal mentoring support is available to:

- ITT trainees;
- Newly qualified teachers;
- Individuals new to the school or allocated a new role within the school;
- Fast Track teachers;

Staff Member	Designated Line Manager
Head Teacher	Chair of Governors
Class Teachers	Head Teacher
Teaching Support	Class Teacher
School Business Manager	Head Teacher
Office Administrators	School Business Manager
Caretaker	School Business Manager
Midday Supervisors	School Business Manager

7.0 PERFORMANCE MANAGEMENT

The school will adhere to the new statutory regulations for Teachers and Head Teachers. The spirit of these regulations and the non-statutory guidance will be also be used as part of the performance management of all staff within the school. Please refer to the Kingfisher Schools Federation - Performance Management Policy.

This CPD policy is informed by the schools' Performance Management Policy and Classroom Observation protocol. These are set by the governing body, following consultation with staff and social partners.

All staff are entitled to constructive feedback on their performance and all staff will be included in the Performance Management process. It is during PM that objectives are set with clear milestones and performance criteria and development needs discussed.

All Performance Management objectives should contribute to school improvement and pupil progress. Professional Development should support meeting PM objectives and staff will not be held accountable for meeting objectives where agreed support has not been forthcoming.



The Performance Management planning and review meeting will take place annually. However if circumstances arise which necessitate a change of objectives and/or the support required to achieve those objectives, the team member and their line manager should meet to agree and document those changes.

There is an expectation that in addition to the formal Performance Management process team members and line managers will maintain an on-going professional dialogue.

Following the Performance Management Planning and Review meeting (which will, where possible, take place at the same time) any development needs will be identified. In most cases Performance Management will be undertaken by the Head Teacher who is responsible for ensuring that each team member is effective in their role.

8. TEACHING & LEARNING

Teaching and learning in each Key Stage/curriculum area will be monitored on a regular basis. All monitoring and evaluation will be based primarily on observations of lessons. Wherever possible, these observations will be multipurpose and will be used to inform Performance Management and curriculum reviews.

All those involved in teaching and learning activities within the classroom will be entitled to one classroom observation a term and to feedback on their strengths and areas for development.

9. MEETING CPD NEEDS

The five annual Professional Development Days will be used specifically to address whole school development priorities wherever possible.

The Head Teacher will use the training and development needs identified during Performance Management and induction programmes, together with the development needs identified through the School Improvement Plan and team plans, to establish a training and development calendar and to allocate resources to meet individual needs.

The school will provide a Continued Professional Development file for all staff, within which staff are encouraged to maintain a personal account of their qualifications and professional development.



10. PROFESSIONAL QUALIFICATIONS

The Kingfisher Schools Federation supports all staff in developing and maintaining their professional qualifications. To this effect:-

- All staff are encouraged to use professional development activities to maintain and gain professional qualifications;
- Qualifications related to the statutory requirements of the school are fully supported e.g. first aid, child protection, health & safety, etc;
- Where career development depends on the achievement of nationally recognised and centrally funded qualifications, full support is offered where funding permits;
- Where there is a clear link to achievement of professional, school and pupil targets, support will be offered where funding permits;

11. RESOURCING

Human, physical and financial resources are available to support professional development of all staff and governors within the Kingfisher Schools Federation. To that effect:-

- The school will utilise the local expertise that exists within the staff of the Federation and also within the 'Beccles pyramid of schools';
- As a Suffolk Partnership Schools, the Federation has access to the County's Advisory Services through their Core Training and Consultancy Services. Access to these services is organised by the Head Teacher or SENCO.

12. REPORTING

Under the new statutory regulations for performance management for Teachers, the Head Teacher is to report annually to the Federation's governing body on Teachers' training and development needs.



MONITORING & EVALUATION

- The policy will be reviewed as part of the schools monitoring cycle.
- The Head teacher has responsibility for monitoring this policy.
- **This Policy is due for Review in March 2016.**

IMPLEMENTATION

This policy will be formally implemented with effect from September 2014.

This policy was adopted at a Meeting of the full Governing Body on _____.

Mr John Beckett
Chair of Governors

Mrs Ruth Nixon
Head Teacher