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THE CARDINAL VAUGHAN MEMORIAL SCHOOL

Amare et Servire

THE CARDINAL VAUGHAN MEMORIAL SCHOOL

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

All policies are updated regularly in accordance with statutory guidance.

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CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Continuing Professional Development (CPD) is a planned exercise to enable the School to meet its Mission Statement and objectives with greater speed and quality.

School objectives are stated for the year in the School Improvement Plan (SIP). The school objectives and the achievement of the Mission Statement will be the main priorities for the allocation of resources to CPD.

The structure of CPD management will hinge on the contribution of middle and senior line managers. Line managers will develop a plan for the year, stating longer-term aims, and indicate, following appropriate discussions with members of staff, the training-needs of staff to achieve the plan. The plan will reflect the Mission Statement and school objectives. Managers will identify training-needs for departmental members through the Performance Management process (which includes staff self-evaluation), from Learning Walk outcomes, through mentoring newly qualified teachers (where applicable) and through departmental planning. The departmental/pastoral section plans will inform the SIP and the training-needs will contribute to an overall plan for whole-staff development.

CPD delivery must be cost-effective. Managers must ensure that alternative methods are considered for each applicant, particularly in-house provision during training days. Budget limitations and the effect on classes of absent staff underline the need for this approach. Members of staff should expect to be trained according to the departmental plan and should provide short-term and long-term feedback in an appropriate format as agreed with their manager. Evidence of improvement should be generated following the training and a copy given to the manager. The manager should keep clear up-to-date records so that attendance at courses is not repeated unless necessary. Managers must observe the general rule of a maximum of one day's external training per academic year for any member of staff.

At the end of the year line managers are to evaluate the success of their department plans and the effectiveness of all training with associated costs. Evidence of improvement will be analysed and variances from plans should be clearly explained. Plans and their reviews will be included in the SLT cycle of monitoring departments. Annual staff survey feedback on CPD provision will also be collected and analysed by the SLT. These reports will be passed on to the Deputy Headteacher, who will employ them to inform a whole-school report on school improvement and to analyse the value-added gained from CPD.

Opportunities for professional development will be provided in line with the School's CPD programme and policy. The feedback from Learning Walks will continue and this will include the opportunity to join senior teachers conducting Learning Walks. There will also be continued opportunities to observe best practice from colleagues as part of the School's emphasis on collaborative CPD. There will also be opportunities provided for bespoke external CPD based upon the outcomes of self-reviews and line manager reviews. The CPD needs analysis will also be used to inform the design and delivery of a Twilight CPD programme delivered in collaboration by post-threshold and senior teachers from across the School.