



Sponsored by Academy Transformation Trust

Continuing Professional Development (CPD) Policy

Adopted	March 2015
Date of Review	February 2016

*Inspire,
Aspire,
Achieve!*

"The growth and development of people is the highest calling of leadership".

Harvey S Firestone

Principles, Values and Entitlements

CPD is at the heart of The Hathaway Academy's commitment to deliver effective leadership, and teaching and learning of the highest quality. Our CPD programme will be driven by the outcomes of our quality assurance protocols, the impact CPD will have on student outcomes and the needs of our staff and the Academy. We believe that the most effective and sustainable CPD model is one where our own staff are empowered to deliver bespoke CPD for their peers. Therefore, we will identify and nurture individuals and involve them in the distributed leadership of CPD.

Effective CPD should:

- develop personal as well as professional growth
- be structured to have clear outcomes that benefit both the individual staff member and the students
- be viewed as an entitlement for all members of staff
- be led and facilitated by experienced and professionally credible staff with a deep understanding of the subject
- provide the opportunity for staff to work collaboratively with other colleagues within and across departments

All staff, teaching, support and governors have an entitlement to equality of access to high-quality induction and CPD. All members of the Academy community will have opportunities through performance management and through other mechanisms to discuss their CPD needs.

Leadership and Management of CPD

The Vice Principal; Quality Assurance is the named CPD leader, with responsibility for the leadership and management of CPD across the Academy. The main responsibilities of the CPD leader will be to:

- identify the Academy's CPD needs through:
 - an annual CPD audit, observations of teaching and learning
 - analysis of assessment data
 - scrutiny of student work
 - department or whole Academy reviews
 - self-evaluation processes
 - analysis of performance management targets
 - local/national priorities
 - internal/external monitoring, including feedback from exam boards, audits and inspections
 - and formal analysis of needs at an individual/departmental level
- keep up to date with CPD developments and maintain links with CPD providers
- provide details on the range of CPD opportunities available and disseminate information to all staff as and when appropriate
- ensure there is a transparent process for staff applying for CPD
- discuss with the Principal and Governing Body the main CPD priorities and the budgetary implications of addressing these needs
- keep regular and accurate records of CPD undertaken by all staff
- evaluate the impact of CPD

New Staff Induction

Induction will be provided for all staff that are either new to the Academy or taking on a new role within the academy. New staff Induction will include an introduction to the Academy's policies, protocols and procedures as well as teaching and learning pedagogy. Depending on new staff start dates, Induction will be as follows:

- Staff new at the start of the autumn term – there will be an Induction day held during the latter part of the summer term
- Staff new at the start of the spring term – there will be an Induction slot during their visit day
- Staff new at the start of the summer term– there will be an Induction slot during their visit day.

NQTS/Teach First/Schools Direct Induction

Induction will be provided for all NQTS in accordance with statutory guidance and for Teach First trainees according to Teach First requirements. The induction will include a series of sessions aimed at disseminating important Academy protocols and procedures as well as sessions aimed at improving pedagogy. As staff progress through the year, sessions will become bespoke, catering for individual levels of need.

External CPD Courses

All applications for external CPD courses will be considered taking into account the individual needs of the teacher, the department and the Academy as a whole.

Staff wishing to attend an external CPD course need to initially discuss the course with their line manager/performance reviewer, complete a CPD request form and submit it to the CPD Leader two weeks prior to the date of the course. The CPD Leader will make the final decision, taking into account individual, departmental and whole Academy needs, and the potential impact on teaching and learning and ultimately student outcomes.

After each CPD activity, staff will be expected to provide a written evaluation of the CPD (using the relevant proforma) to be submitted to the CPD Leader within five working days. Staff will then complete a questionnaire four weeks later to assess the impact on teaching and learning.

CPD Opportunities and Approaches

The Academy will support a wide range of CPD opportunities and approaches in order to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. We will deliver these opportunities and approaches through the use of our CPD days, the use of Twilight CPD time and a commitment to all our directed meeting time having a CPD element built in. Our CPD opportunities and approaches will include:

- attendance at a CPD course or conference
- in-house CPD using the expertise available within the Academy, e.g. team teaching, skills in classroom observation and sharing existing expertise
- visit to another school/academy to observe or participate in good practice
- opportunities to participate in national courses from higher education or other providers such as NCTL
- research opportunities to inform practice

- on-line learning, e.g. relevant resources, training videos and reflection
- practical experience such as national exam marking/moderating, opportunities to present a research paper or contribute to a CPD session
- producing resources such as teaching materials, assessment packages, ICT or video programmes
- coaching and mentoring within the Academy's coaching programmes
- collaborative partnerships with a colleague, a department or a cross subject group, involving team meetings, focus groups and activities such as joint planning, observation or standardisation

The Impact of CPD

CPD will clearly impact on:

- teacher behaviour
- teacher beliefs, motivation, self-esteem and confidence in turn changing beliefs/mind sets
- developments in teaching practice
- professional reflection
- teacher commitment to and ownership of their own professional development
- professional collaboration
- collaborative, coaching culture with clear evidence of peer support
- sharing expertise
- increased explicit awareness of pedagogy
- focused approach to a development area
- teachers having teaching and learning conversations which become the norm; in departmental meetings, in the staff room, in corridors etc.
- teachers facilitating CPD for their peers – distributed leadership of CPD

Which in turn will impact directly on the quality of teaching and learning and ultimately student outcomes. These areas clearly fall into the five categories identified by Guskey (2000), as integral for evaluating the impact of CPD on teaching and learning:

- staff reaction
- staff learning
- school support for change
- staff use of new knowledge and skills
- student learning outcomes

Therefore, the mechanisms used to collate and evaluate impact will focus on:

- sharing and disseminating practice to other individuals, departments and the whole Academy evidenced through distribution of CPD leadership
- student outcomes evidenced through exam results, individual, class, year group, departmental, faculty, whole Academy
- the quality of teaching evidenced through Quality Assurance protocols
- evidence of student's attitudes to learning evidenced through lesson observations and student voice
- evidence of staff confidence evidenced through lesson observations
- evidence of reflective practice evidenced through increase in the quality of teaching and learning
- recruitment, retention and career progression