An Daras Multi Academy Trust

Continuing Professional Development Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

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Recommended	
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Advisory Committee	Local Governing Bodies School Improvement and Strategic Development Committee

An Daras Multi-Academy Trust
Continuing Professional Development (CPD) Policy

Aims of the Policy

"A Teacher must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues"
The Teachers' standards (May 2012)

An Daras Multi-Academy Trust (ADMAT) believes that the opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and that this in turn assists recruitment and retention.

All staff, teaching, support staff, local governors and directors shall have an entitlement to equal access to high-quality induction and continuing professional development. All members of the trust community will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs.

In order to maintain effective CPD we will undertake regular reviews of our CPD. Where we feel that it is effective and beneficial we will obtain quality standards e.g. Investors in People, Charter Marks, Basic Skills Quality Marks.

The emphasis of our CPD will be to improve the standards and quality of teaching and learning. CPD planning will be inextricably linked and integrated with the annual Academy Trust Improvement Plan (ATIP) and will be based on a range of information:

- The needs of the academy school as identified through its self-evaluation
- Issues identified through other monitoring, e.g. OFSTED, quality standards such as Investors in People
- National and local priorities, e.g. National strategies, local community priorities
- Performance Management
- Feedback from staff and others including local governors, pupils and parents

In order for CPD to be effective there will be measures in place to audit both personal and professional needs. There will be links between the academy self-evaluation and the Performance Management procedures. The academy CPD policy will address the needs created by national and local priorities, the needs of the academy as well as individual aspirations, needs and personal fulfilment.

Provision of CPD

ADMAT CPD provision will allow staff to develop skills and competencies progressively, with reference to Teachers Standards, NCSL's Leadership Programmes, and competency descriptions for Teaching Assistants, HLTAs, bursars, etc. ADMAT will support accreditation of the professional development of staff.

Quality assurance mechanisms will ensure that ADMAT staff access provision of a consistently high standard.

To ensure that there are effective links to Academy Trust Improvement Planning and self-evaluation and to ensure that CPD maintains a high profile, the CPD Leader is the Head of School at each ADMAT academy.

ADMAT is proud of the quality of teaching and learning in our academies. We are committed to disseminating good and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy. Each academy will participate in initiatives and projects which can be shown to have a positive impact on staff development, it represent good value for money and can be accommodated within the constraints of the trust.

Leadership and Management of CPD

The CPD Leader will receive training to ensure that they are able to fulfil the role effectively.

The CPD Leaders, the Executive Head teacher and the Senior Leadership Team shall be responsible for identifying the CPD needs of each academy and those of the staff working within it.

The CPD Leader will discuss with the Executive Head teacher, Academy SLT and the Local Governing Body 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.

CPD issues will be addressed at Local Governing Body meetings and be included as part of the Head of School report. The Head of School will prepare an annual report on the provision and impact of CPD in each academy.

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 a Senior Member of Staff (the Head of School, Lead Practitioner or Key Stage Leaders) to discuss the following within the context of academy priorities:

- Needs and aspirations
- Methods of accessing CPD provision including appropriate funding
- Accreditation opportunities
- Ways of disseminating the training

This will be combined with the Performance Management process.

Planning for Effective CPD

CPD will be planned to balance use of resources with the aspirations and interests within staff. CPD opportunities should meet the following criteria:

- Meet identified individual, academy or national development priorities
- Are based on good practice – in development activity and in teaching and learning
- Help raise standards of pupils' achievements
- Respect cultural diversity
- 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, particularly IT
- Are 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

The Range of CPD Activities

In order to meet the needs of staff and to maximise the impact on teaching and learning within the academy a range of approaches to CPD will be used. These CPD approaches will include:

- Attendance at a course or conference
- In-house training using the expertise available within the academy, e.g. team teaching, skills in classroom observation, sharing existing expertise
- Academy-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, model and demonstration lessons

- Visits to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school
- Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with local governing body
- Opportunities to participate in award bearing work from higher education or other providers such as NCSL
- Research opportunities, e.g. best practice research scholarship
- Distance learning, e.g. relevant resources, training videos, reflection, and simulation
- Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks
- Job enrichment/enlargement, e.g. a higher level of responsibility, job-sharing, acting roles, job rotation, shadowing
- Producing documentation or resources such as a personal development plan, teaching materials, assessment package, IT or video programme
- Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity
- 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 Network or partnerships
- Creating an improved learning environment within the academy

Recording and Disseminating

Staff must maintain an appropriate professional development portfolio which includes Performance Management evidence. The CPD Leader can provide guidance where staff request it.

Staff are responsible for disseminating relevant professional development to the academy community. The member of staff with the CPD Leader will plan the process by which to most effectively disseminate to other staff e.g. relevant papers, session at staff or subject meeting, etc. The CPD Leader will also be responsible for ensuring whether any follow up is needed to the training, e.g. feed back to the provider and be responsible for any such actions.

In order to ensure that there is equal access and involvement in CPD by all staff the CPD Leader will update records regularly and accurately of the training undertaken by all of the academy community.

Assessing the Impact of CPD

An annual review (in the Autumn Term covering the previous academic year) of CPD undertaken will take into account the benefits to:

- Pupil and academy attainment
- Improved teaching and learning
- Increased pupil understanding and enthusiasm
- Increased staff confidence
- Increased evidence of reflective practice
- Recruitment, retention and career progression/promotable staff.

This CPD policy will be reviewed by the Board of Directors through the School Improvement and Strategic Development Committee regularly.