

# **JOHN SPENDLUFFE TECHNOLOGY COLLEGE**



## **Continuing Professional Development Policy**

**Approved by:** JSTC Governing Body **Date:** October 2022

**Last reviewed on:** September 2022

**Next review due by:** September 2023



## Aims and Objectives

***‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ (Professor Becky Francis 2021, EEF)***

As identified in the EEF guidance report on Effective Professional Development (2021), effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Rauch and Coe (2019) in their report on *Evaluating and Measuring Teacher Quality, Teacher CPD: International Trends* state that the single most important thing schools should focus on is what makes the biggest difference to children’s learning. There is synergy between the growth mindset of JSTC and the findings of Rauch and Coe in that the quality of teaching is not fixed and that teachers can be improved through effective professional development.

This policy does not just reflect teaching staff, but all staff across the school. At all levels the focus of CPD at JSTC must be to improve the overall experience of students and to address the disadvantage gap faced by our students.

For teachers, the term professional development refers to the **structured and facilitated activity intended to increase teaching ability**. This can be translated for other members of staff as the **structured and facilitated activity intended to increase the ability to perform their duties**.

Professional Development at JSTC is designed to consider the following aspects which are key features of recognised high quality CPD programmes.

1. **Design of CPD.** High quality design of CPD which is closely linked to the School Development Plan, Department Development Plan and personal professional development as identified in Performance Management Review.
2. **Nature of CPD.** Professional development builds knowledge, motivates staff, develops teaching techniques and embeds practice.
3. **Context of CPD.** Professional development in consideration of the needs of the school, department and the rural / coastal context of JSTC. There is active engagement with recognised national programmes to ensure high quality CPD. National Professional Qualifications, Early Careers Framework, subject associations, recognised CPD providers (The National College) and Teaching Hubs such as Lead Equate.

### **1. Design of CPD**

CPD will be linked closely to the School Development Plan and Department Development Plan whereby funding will be targeted to areas which are identified by the school as being of major importance in the relevant financial year for which funding is provided.

CPD will be delivered internally through the Learning Communities which form a regular part of designated meeting time each term. Senior leaders through the School Development Plan and middle leaders through the Department Development Plan will be able to steer the focus of CPD to ensure that school priorities are being promoted throughout. Head of Departments will look to contribute to CPD through the Skill Share aspect of their regular department meeting.

## **Process**

When considering CPD, there is a responsibility for all staff to ensure value for money and a sustainable approach to the delivery methods chosen. Where online courses are offered and are a reasonable alternative to face to face courses, they should be prioritised. With online courses, staff will be given the option to work flexibly where there is the ability to work from home. This should be approved by the member of SLT responsible for CPD in dialogue with the member of staff taking the course.

CPD is applied for through the route of a discussion with the relevant line manager, completion of the digital CPD request form and then confirmation through the member of senior staff responsible for CPD.

## **Evaluation**

As part of the Department Development Plan, CPD should be reviewed to emphasise the impact which the CPD has had on teaching, student outcomes and how it has addressed the rural / coastal disadvantage faced by the school. A term by term review of CPD should form part of the regular minuted line management meeting.

## **Record Keeping**

All staff are responsible for keeping a log of their own CPD on Bromcom. This records can then be shared with line managers and form part of the Performance Management Review.

## **Nature of CPD**

When considering engaging with CPD, it should look to address four key areas.

### **A. Building Knowledge**

CPD should present knowledge (new or revisited) in ways which promote understanding. Those who deliver CPD internally should think carefully about how they structure sessions and aim to build knowledge. Consideration of managing cognitive load and revisiting prior learning are key mechanisms which are likely to improve the impact of CPD.

### **B. Motivate Teachers**

Once teachers have built knowledge, there needs to be consideration as to how they will act upon that knowledge as part of their development journey. As part of CPD, there should be elements of agreed goal setting and persuasion through the presentation of information from credible sources. Success should be shared through positive affirmation and reinforcement after teachers have developed their practice through CPD.

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### **C. Develop Teaching Techniques**

After teachers have developed knowledge and have acted upon that knowledge by improving practice then it is important that this improvement can be replicated in as many classrooms as possible. Step Ins and Snapshots will allow for the informal sharing of the development of teaching technique, whilst the formal recording of improvement will be evidenced on the IRIS Connect platform. Through the IRIS Connect platform, examples of specific aspects of teaching technique can be shared with staff.

#### D. Embed Practice

Practice needs to be embedded in individuals, departments and across the staff body. In order to do this and to embed changes in behaviour / professional practice then there will be regular prompts and cues through the School Bulletin, meetings, self monitoring, Step Ins and Snapshots plus formal quality assurance.

### **Context of CPD**

CPD needs to reflect the context of the school and the needs of the student population as they recover from lost learning due to the Covid pandemic. School leaders have the ability to intelligently adapt CPD direction / priorities based on the changing context of the school, whilst also ensuring that there is a high degree of fidelity and alignment to the School Development Plan.

The aim of the implementation of the policy is to remain faithful to the priorities identified by the School Development Plan, whilst also being contextually flexible and relevant. School leaders have the responsibility to adapt CPD plans in response to contextual changes to our educational community and identified whole school priorities.

CPD should be considerate of the amount of directed time devoted to it and therefore mindful of the wellbeing and positive mental health of staff. As identified by Cordingley et al (2015) in their paper *Developing Great Teaching: Lessons from the international reviews into effective professional development*, it is the responsibility of the senior leaders and those delivering CPD to ensure it is timely and effective.

The CPD programme will be reviewed each academic year and agreed by senior leaders in consultation with Governors.