

Waterthorpe Nursery Infant  
School



CPD Policy

March 2017

**Approved by:** Curriculum Committee

**Date:** April 2017

**Next Review Date:** Summer 2020

## **CONTINUING PROFESSIONAL DEVELOPMENT POLICY**

Professional development takes the form of:

- (a) Courses out of school
- (b) INSET courses run by the Local Authority
- (c) Whole school closure days
- (d) Curriculum development groups within the school, known as working parties
- (e) Visits to/from other schools for liaison exchange
- (f) Visiting speakers
- (g) Individual research or study
- (h) Advisors visiting school

### **Aims**

We aim to:

- Attend training to support new initiatives
- Ensure all curriculum areas are covered
- Enhance individual personal development
- Fulfil the needs of the Curriculum and EYFS curriculum
- Ensure continuity and progression
- Fulfil contract (1275 hours)
- Promote teamwork

### **Methods of Achieving Our Aims**

All teaching staff identify areas of priority. These are then refined and prioritised through the School Improvement Plan. The CPD leaders have overall responsibility for identifying courses to match the needs of the plan and individual staff. The CPD leader, Mrs M.Appleby, oversees the administration of booking courses: The School Clerks, books courses and manages the arrangement of supply cover.

There are 5 whole school curriculum days in each academic year. We identify our most immediate curriculum needs and attempt to fulfil them during these days.

The Headteacher will liaise with the Headteacher of Emmanuel Junior Academy to decide on the dates for these closure days. On occasion these will be jointly organised with Emmanuel Junior Academy and or the Westfield Family of schools.

We also identify areas which we feel can be covered in curriculum development groups, known as working parties, after school.

At the end of the year the programme is evaluated and outstanding areas of need may be included in the following year's programme.

The school works within a Family of other local schools, to share good practice.

The School Improvement Partner meets with the Headteacher termly to discuss school and curriculum strengths and areas for development.

### **Cost to the School**

The school allocates money from the school budget for CPD and supply cover including a governors' training budget.

### **Role of the CPD leaders**

We have a CPD leader for both Key Stages: Michelle Clayton Appleby, KS1 Leader and Caryn Moffatt, the Foundation Stage leader.

Representing their Key Stage they will:

- (1) Liaise between staff and Headteacher, keeping them informed and up to date with CPD
- (2) Ensure that the year's INSET programme complements the School Improvement Plan
- (3) Monitor expenditure and keep within the budget for courses and conferences
- (4) Ensure applications are made for all courses and inform staff if a place has been reserved
- (5) Ensure supply cover is booked for staff involved in INSET

### **Role of the School Clerk**

1. The School Clerk will ensure, under the direction of the CPD leaders and the Headteacher, that all course applications are made correctly, either on-line or by fax/post.
2. Book all supply under direction from the CPD leaders and the Headteacher.
3. Write all course bookings in the school diary with the names of staff covering the absence.
4. Maintain records of course applications and acceptances.
5. Maintain records of supply requests and bookings.

### **Role of all members of staff**

All members of staff are responsible for completing and maintaining their own CPD records. Staff should be able to share details of courses attended with management if requested. All staff are encouraged to be pro-active in their professional development and to use a range of methods to support this e.g. courses, distance learning, action research. If requested by a member of management to attend a course it is expected that serious consideration will be given. Movement through the upper pay scale is linked to willingness to undertake CPD. Staff should speak with the CPD leader regarding any training that they are interested in attending.

### **Review and Evaluation**

This document will be reviewed Spring 2020 or earlier in line with any workforce restructuring.

## Equality Impact Assessment Template

Name of policy or project being assessed?	Date
CPD	24/4/17

Priority Level	
High	
Medium	
Low	X

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Suzanne Marriott</b>
<b>Others involved in the assessment (peer review/external challenge): Co-ordinator's Committee members</b>

<u>What are the aims of the policy or project?</u> <b>To reduce the amount of cover that teachers do for absent colleagues</b>
<b>Who is the intended customer/service user of this project or policy?</b> <b>Staff</b>
<u>What are the desired outcomes from this project or policy?</u> <b>Comprehensive CPD programme for all staff</b>
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b> Staffing, Cover supervision, curriculum, teaching and learning

<i>What are the racial, disability and gender equality implications of the policy or project?</i> To ensure that there is equal opportunities in offering CPD to staff
---

WATERTHORPE NURSERY INFANT SCHOOL

<p><b>Does the policy or project have any significant positive impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p>N/A</p>
<p><b>Does the policy or project have any significant adverse impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p>N/A</p>
<p><b>Do you have any evidence?</b></p>	
<p><b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b></p>	<p><b>Review the policy to include positive action in regard to accessibility of CPD for disabled people</b></p>

<p><b>Action to take : To include the above in policy review</b></p>			
<p><b>If you have indicated there is a negative impact, can it be justified?</b></p>	<p><b>YES</b></p>	<p><b>NO</b></p>	
<p><b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</b></p>	<p><b>YES</b></p>	<p><b>NO</b></p>	
<p><b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b></p>			
<p><b>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</b></p>			

<p>Signed (Person completing the form):</p>	<p>Date: 24.4.17</p>
---	--------------------------