



# Bellevue Place

EDUCATION TRUST

## BPET Continuing Professional Development Policy

Signed:	
Chair of Trust Board:	Claire Delaney
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## **1.0 Bellevue Place Education Trust – Our commitment**

### ***Learn. Enjoy. Succeed.***

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a ‘be interested and be interesting’ attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful ‘all rounders’ who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

## **2.0 Aims**

Professional Development is a key tenet of our schools’ ethos. The duty of all adults to be model learners to pupils and each other is central to our way of working. BPET strives to make each school a learning community in which all members are active, reflective learners. While CPD will operate within the scope of performance management, there are principles that transcend this aspect of school life.

We hold to the DfE philosophy that “effective teachers should take ownership and give a high priority to professional development”. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.

All staff, teaching, support staff, volunteers and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school communities will have opportunities through performance management, coaching/mentoring systems and through other mechanisms to discuss their professional development needs.

We will consider appropriate quality standards in organisations that support effective CPD, e.g. Investors in People, Charter Mark, Basic Skills and relevant Quality Marks.

The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

CPD planning will be inextricably linked and integrated with the schools' development/improvement plan and be based on a range of information:

- The needs of the schools as identified through its self-evaluation
- Making the vision of BPET schools a reality
- Issues identified through other monitoring, e.g. OFSTED, quality standards such as Investors in People
- Performance Management data
- Feedback from staff and others including governors, pupils and parents

We will have effective measures in place to audit the professional and personal needs of staff and link to the schools' self-evaluation and performance management system. Our schools' CPD policy will address the needs created by national and local priorities, the needs of the schools as well as individual aspirations, needs and personal fulfilment. We will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.

Our CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfE Standards frameworks, the National College's Leadership Development Framework, and competency descriptions for Teaching Assistants, HLTAs, bursars, and other roles. Quality assurance mechanisms will ensure that schools access provision of a consistently high standard. We will ensure that the needs of staff working with each pupil age range are met to a high standard.

We will support accreditation of the professional development of staff. We will disseminate good and successful CPD practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.

The schools will participate in initiatives and projects that can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of each school.

### **3.0 Leadership and Management of CPD**

Each school will have a named CPD co-ordinator who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD Co-ordinator will receive training as appropriate in order to fulfil this role effectively and attend useful providers' sessions.

The local CPD Co-ordinator shall be responsible for identifying each school's CPD needs and those of the staff working within it. The CPD Co-ordinator should have a well-defined description of the role. They will be responsible annually for discussing with the headteacher and governing body the main CPD priorities and the likely budgetary implications of addressing these needs. They will also advise on issues such as the benefits of service agreements with appropriate providers.

CPD issues will be addressed at governing body meetings and be included as part of the headteacher's report. The CPD Co-ordinator shall attend governing body meetings as

appropriate, including the presentation annually of a report on the provision and impact of CPD.

There will be robust, transparent arrangements for accessing CPD that are known to all staff, which not only examine immediate impact in terms of participant surveys but also look longer-term for the beneficial impact that the best CPD will bring.

There will be arrangements for annual discussions between staff and the CPD Co-ordinator to discuss the following within the context of school priorities:

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

Where appropriate, this will be combined with the Performance Management process.

#### **4.0 Planning for Effective CPD**

The schools' arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- a) Meet identified individual, school or national development priorities
- b) Are based on good practice – in development activity and in teaching and learning
- c) Help raise standards of pupils' achievements
- d) Respect cultural diversity;
- e) Are provided by those with the necessary experience, expertise and skills
- f) Are planned systematically and follow the agreed programme
- g) Are based, where appropriate, on relevant standards
- h) Are based on current research and inspection evidence
- i) Make effective use of resources, particularly ICT
- j) Are provided in accommodation which is fit for purpose with appropriate equipment
- k) Provide value for money
- l) Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision

#### **5.0 Supporting a range of CPD activities**

The schools will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the schools. These CPD approaches will include:

- Attendance at a course or conference
- At least 5 whole school training days per academic year, as well as induction training at the start of every school year

- Personalised in-school training using the expertise available within the schools, e.g. team teaching, skills in classroom observation, sharing existing expertise, peer observations, watching videos of oneself, 360 degree feedback
- There will be timetabled half termly opportunities to formally review professional development for every member of the school communities with their coach/mentor and many additional opportunities within the daily life of the schools, which may be initiated by any person
- School-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons
- School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances
- 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 governing body
- Opportunities to participate in award bearing work from higher education or other providers such as the National College
- Research opportunities, e.g. a best practice research scholarship
- Distance learning, e.g. relevant resources, training videos, reflection, 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
- Acting roles, job rotation, shadowing
- Producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT 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 from whom we can learn, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership work
- Creating an improved learning environment within the schools
- As the schools becomes established we will consider training school status in keeping with our vision and practice
- Offering training opportunities to all members of the local communities as frequently as possible, whether these are short one off opportunities or longer term commitments.

## **6.0 Annual PM/appraisal meetings**

See performance management policy for details.

## **7.0 Recording and disseminating**

The CPD Co-ordinator will provide directly, or organise, guidance to staff on producing and updating an appropriate professional development portfolio. Following professional development, the participant will discuss with the CPD Co-ordinator the process by which to most effectively disseminate to other staff, e.g. relevant papers, session at staff or subject meeting, etc.

The CPD co-ordinator will also be responsible for ensuring whether any follow up is needed to the training, including feedback to the provider and be responsible for any such actions.

The CPD co-ordinator will update records regularly and accurately of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement.

## **8.0 Assessing the impact of CPD**

Annually the CPD co-ordinator shall conclude his/her report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- Delivering the BPET vision
- Pupil and school 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.

The Governing Body will review this CPD policy annually.

## **9.0 Approval by the Bellevue Place Education Trust Board**

This policy has been formally approved and adopted by the BPET Board.