



## Continuing Professional Development Policy

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## ***Mission Statement***

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

## ***Rights Respecting Schools***

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay is a Rights Respecting School

As a Rights Respecting School we recognise that our staff play a vital part in ensuring our pupils are able to access and enjoy their rights and their welfare is paramount to this.

## *Principles, Values and Entitlements*

We believe that effective CPD contributes significantly to school improvement.

An investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school.

In particular we believe that CPD is most effective when it is:

- Owned by staff – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them

- Relevant to the context – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches

- Builds on existing expertise – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success

- Collaborative and supported from within the school – the most powerful learning occurs when opportunity is provided for debate and reflection.

- Sustained – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events We believe that effective CPD practice leads to the following impacts:

- **Improves student learning**

- students engaged in a dynamic learning programme with staff are more likely to achieve
- staff who develop skills and confidence can provide effective learning experiences for a wide range of students

- **Improves teaching**

- develops and sustains skills which enables staff to do their jobs effectively - updating knowledge - develops best practice
- widens the repertoire of classroom skills
- enhances strong practice - develops specialisations thus improving teaching quality

- **Helps To support staff appropriately**

- strengthens the recruitment and retention of staff
- promotes personal and career appraisal enabling staff to make more informed choices about career pathways
- inform the appropriate deployment of staff

- **Promotes a positive ethos and learning culture**

- through high expectations
- through discussion, dialogue, trialling and reflection
- through building internal capacity
- excellence in learning throughout the school

- **Improve Leadership**

- develops people's strengths
  - broadens people's ability to take a lead on whole school initiatives - develops people to take up new roles
- develops an understanding of the context in which staff work at national, local and school level leading to greater cohesion in students' learning

**Contributes to school improvement and transformation**

- By engaging staff as learners in collaborative enquiry
- By sharing the knowledge and skills of all staff
- Through collective responsibility for students and staff achievement
- By valuing every individual

Alongside the mandatory training delivered by the school for different job roles (as given in Appendix 1), all staff should take ownership of and give a high priority to their annual appraisal.

All staff contribute as part of a team to the success of the school and have a right of access to CPD.

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal.

All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs

Equally, governors need to have effective training in order to carry out their duties effectively.

Any member of staff wishing to undertake CPD opportunities outside of those discussed at appraisal will need to complete an application form, agree it with their line manager and send to the CPD leader at least 4 weeks prior to the commencement of the opportunity (see Appendix 2 & 3 for details)

Entering into a career within special education is an exciting step. However, we recognise that it can also be challenging, especially for those who have limited experience of working within an educational setting or with young people with Autism.

Therefore, we have developed a robust induction package to support people joining the school. The support offered will be determined by the role taken on, the employee's previous experience and the class in which they are placed.

All new staff complete a six-month probationary period and during this time, they are invited to attend probationary meetings with their line managers. This provides an opportunity for the new employee to discuss the progress they are making towards meeting the competencies for their role and to raise any concerns or questions. Induction sessions are run throughout the working week to inform staff on school policies and practices. The Induction training package is shown in Appendix 2.

### **CPD Activities**

Although there will be a focus on improving standards and the quality of teaching and learning, professional appraisal needs that individual staff have identified will also be considered.

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 linked and integrated with the School Improvement Plan and be based on a range of information and priorities:

The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the School Development Plan

- The needs of the school as identified through OFSTED and Challenge Partner reviews
- Outcomes From the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual student needs e.g. physical needs, communication, manual handling, behaviour, autism
- Curriculum appraisal
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications
- Individual Requests For CPD made outside of the appraisal process
- Feedback from staff and others including governors, students and parents
- Resources – e.g. membership of professional bodies; purchase of books/journals

The school supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the school.

These CPD approaches will include:

In-school training using the expertise available within the school e.g. behaviour support, sharing good practice, classroom observations, manual handling

- School-based work through accessing an external consultant irrelevant expert
- Peer coaching
- Professional networks with other special schools. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Opportunities for teachers to develop their subject expertise
- Opportunities To participate in accredited learning
- Distance learning
- Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks
- Producing documentation or resources e.g. teaching materials, assessment package, DVD
- Course delivery- as part of the planned outreach programme, staff are encouraged to undertake delivery of CPD to other agencies within their own specialist areas e.g. SEN Training, Behaviour, Manual Handling, training for support staff
- Partnerships e.g. with a colleague, group, subject, phase, activity or school- based; team meetings and activities such as joint planning, research, observation, special project working groups
- . • International work – opportunities to work with colleagues from special schools around the world
- Creating an improving learning environment within the school

Any CPD opportunity (either requested by the school or member of staff) where the school will be required to significantly invest either financially or with time off, staff members will be required to sign a training agreement prior to the opportunity being agreed – please see Appendix 2 & 4 for details.

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

The CPD leader of the school will be determined by the Head Teacher each year.

The CPD leader will receive training as appropriate in order to fulfil this role effectively.

There will be robust, transparent arrangements for accessing CPD that are known to all staff.

These will be subject to regular monitoring to ensure that CPD is provided in a non-discriminatory way.

The school evaluates the impact that CPD has on teaching and learning and the progress that students make, including monitoring, observations, data collecting and appraisal.

## **Budget**

The school will ensure there is a budget put aside for CPD annually and that this budget is used to ensure best value.

It will be used equitably across the whole staff.

If there are competing demands on the school budget between CPD identified for an appraisee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however the aim will be to meet all reasonable requests for CPD.

## ***Monitoring and Evaluation***

Staff are expected to fill in an 'Evaluation of Course' form when they return from an external course (see appendix 5). This identifies how the course will be fed back to other staff and whether the course would be beneficial for other staff to attend.

This is monitored by the CPD leader.

The CPD leader writes an evaluation of staff training (including INSET) throughout the year – both external and internal.

This is presented to governors during the Summer term.

The evaluation is used to inform the next cycle of planning.

The CPD leader is responsible for monitoring CPD to ensure that it is at the centre of school improvement

## **Appendices**

Appendix 1

[Mandatory Training by Job Role](#)

Appendix 2

### **Mandatory Induction Training online package - National College**

- Safeguarding
- Health and Safety
- Manual Handling
- Understanding of GDPR
- Epilepsy Awareness

### **Additional Training**

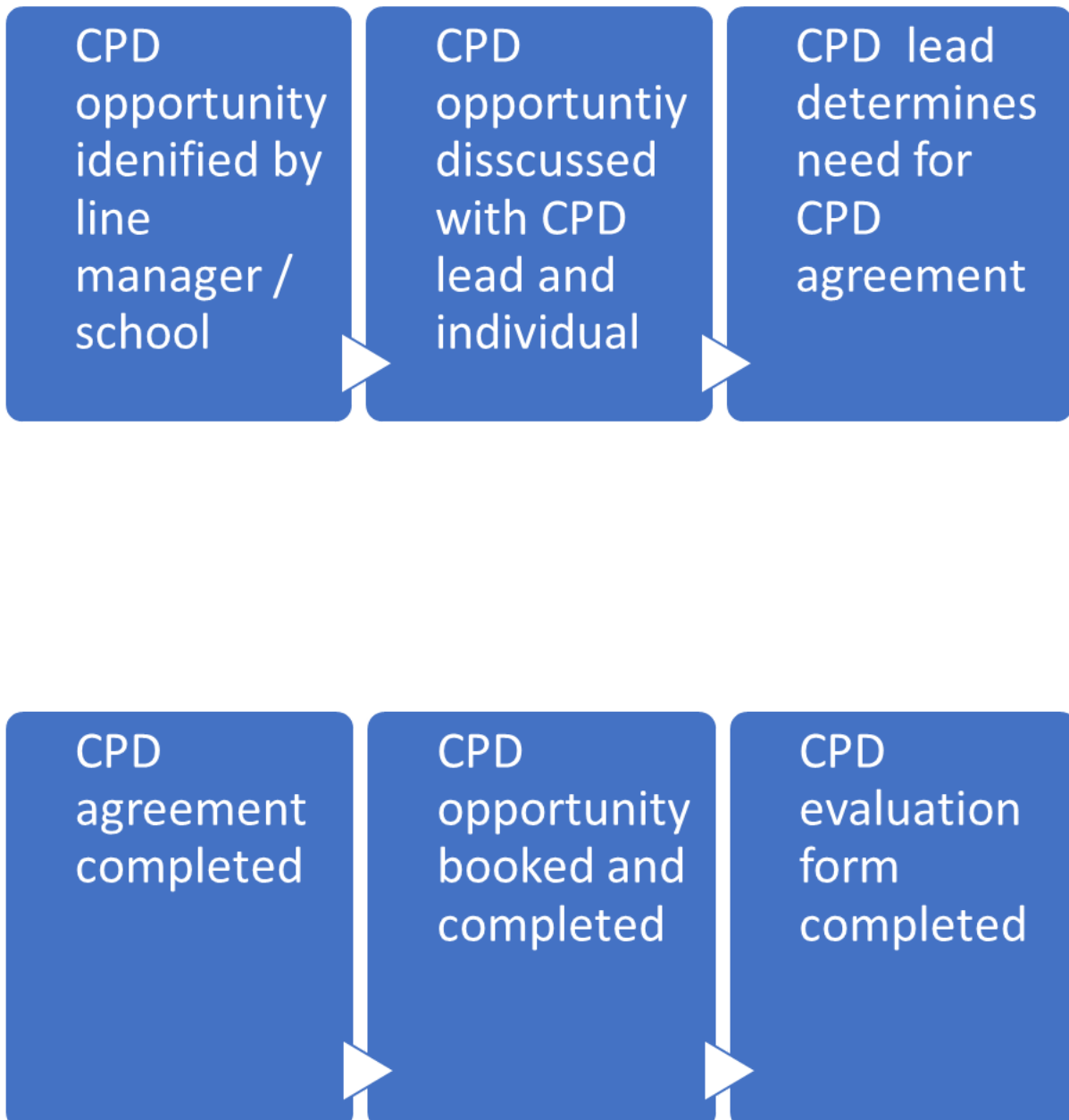
- Autism Education Trust - Making Sense of Autism & Good Autism Practice
- Picture Exchange Communication System (PECS) Stages 1 - 4
- Specialist Strategies - Intensive Interaction, Identity Play, Fun with Food, TAC PAC, Story Massage
- PROACT SCIP UK r
- Attention Autism & The Curiosity Programme
- Little Wandle Phonics
- Makaton
- Use of Visuals to support Communication
- First Aid
- Administration of Medication



Appendix 3

**CPD OPPORTUNITY IDENTIFIED DURING APPRAISAL OR BY SCHOOL AT ANY TIME**  
**Flow chart**

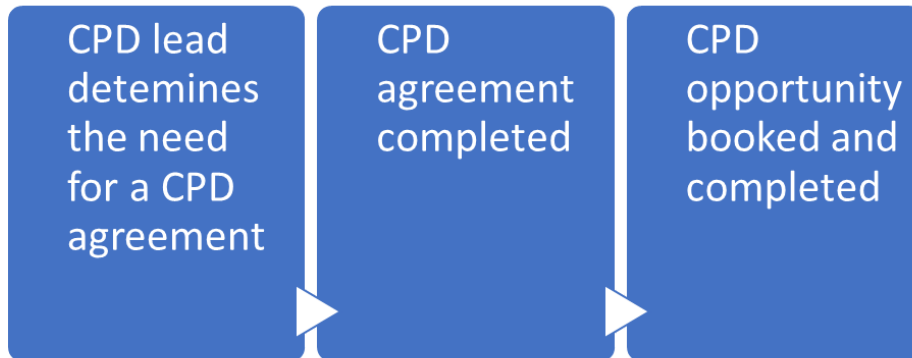
CPD opportunity identified during appraisal or by school at any time.



**Appendix 4**

**CPD OPPORTUNITY IDENTIFIED BY INDIVIDUAL OUTSIDE OF APPRAISAL flow chart**

CPD opportunity identified outside of appraisal process



Appendix 5 **APPLICATION FOR CPD OPPORTUNITY FORM**

Name of Employee	
Course title (attach information as appropriate)	
Course fees and other costs/resources required e.g travel costs, professional membership, examination fees, books and materials, time off	
Employee signature	
Date	
Line Manager signature	
Date	
CPD lead signature	
Date	

Appendix 6 **CPD AGREEMENT form (example - varies according to cost of training)**

Name of employee	
Course title	
Course dates	
Details of cost, fees other resources paid by school	
Employee signature	
Date	
CPD lead signature	
Date	

It is agreed that, except in the circumstances set out in clause 1.1, you shall repay the school as follows:

- a. If you cease employment before you attend the training course but the School has already incurred liability for the Costs, 100% of the Costs (or such proportion of the Costs that the School cannot recover from the course provider) shall be repaid;
- b. If you cease employment during the training course or within 3 months of completing the training course, 100% of the Costs shall be repaid;
- c. If you cease employment more than 3 months but no more than 6 months after completing the training course, 50% of the Costs shall be repaid;
- d. If you cease employment more than 6 months but no more than 12 months after completion of the training course, 25% of the Costs shall be repaid. Thereafter, no repayment shall be required.

1. You shall not be required to repay any of the costs as detailed above, in either of the following circumstances:

- a. The School terminates your employment, except where:
  - It was entitled to and did terminate your employment summarily; or
  - It terminated your employment pursuant to an application by you for voluntary redundancy;
- b. You terminate your employment in response to a fundamental breach of contract by the School.

2. You agree to the School deducting the sums under this agreement from your final salary or any outstanding payments due to you.

3. You agree that if the School waives your obligation to repay the Costs under this clause, you will be solely responsible for any income or other tax payable as a result of the waiver and you shall indemnify the School on a continuing basis in relation to any such tax

Appendix 7 CPD EVALUATION FORM

<b>Name of employee</b>	
<b>Course title</b>	
<b>Course dates</b>	
<b>Type of training (internal/external etc)</b>	

**PLEASE READ EACH OF THE STATEMENTS BELOW, AND RATE THE EXTENT TO WHICH YOU AGREE WITH EACH OF THEM.**

**1 = DISAGREE 2 = PARTIALLY AGREE 3 = AGREE 4 = STRONGLY AGREE**

<b>The pre-training materials provided were clear and relevant</b>	<b>1 2 3 4</b>
<b>The purpose of the training was clearly explained in advance of the session</b>	<b>1 2 3 4</b>
<b>The training was relevant to my individual development objectives</b>	<b>1 2 3 4</b>
<b>The aims and objectives of the session were clearly explained</b>	<b>1 2 3 4</b>
<b>The training session was well structured and appropriately paced</b>	<b>1 2 3 4</b>
<b>The training activities were interactive, engaging and relevant</b>	<b>1 2 3 4</b>
<b>The content was interesting and each topic was covered in sufficient detail</b>	<b>1 2 3 4</b>
<b>The content was delivered in a clear, easy-to-understand manner</b>	<b>1 2 3 4</b>
<b>The supplementary resources provided were clear and relevant</b>	<b>1 2 3 4</b>
<b>There was sufficient opportunity to ask questions during the training session</b>	<b>1 2 3 4</b>
<b>The aims and objectives of the session were fully achieved</b>	<b>1 2 3 4</b>
<b>The training will have a positive impact on my practice</b>	<b>1 2 3 4</b>
<b>The training will have a positive impact upon pupils' learning</b>	<b>1 2 3 4</b>

PLEASE PROVIDE YOUR COMMENTS AND FEEDBACK IN RELATION TO EACH OF THE QUESTIONS SET OUT BELOW

1. Which aspects of the training session were most useful?

2. Which aspects of the training could have been improved?

3. What was the most important learning you took away from the training session?

4. How will what you have learned impact on your practice?

6. Do you require any additional training on any of the topics covered during the session?

Please use this space to provide any additional comments or feedback on the training.