



The  
**Holy Spirit**  
Catholic Multi Academy

*'With grace and humility, glorify the Lord by your life.'*

# Continued Professional Development Policy

This policy applies to St Thomas More Catholic Academy & Sixth Form College part of The Holy Spirit Catholic MAC

This Continued Professional Development Policy has been approved and adopted by The Holy Spirit MAC on 12<sup>th</sup> July 2021

Policy Ratified on: 12<sup>th</sup> July 2021

Signed by the Chair of the  
Education Standards  
Committee

Signed by the Principal

Next Review: July 2022



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## 1. Introduction

In the Holy Spirit Multi Academy Company we believe that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through professional and personal fulfillment and assists recruitment and retention. All staff, teaching, support staff and directors shall have an entitlement of equal access to high quality induction and continuing professional development. All members of the school community will have opportunities through performance management and other mechanisms to discuss their professional development needs and robust, transparent arrangements for accessing CPD will be known to all staff.

The emphasis of our CPD will be to improve standards, the quality of teaching and learning and outcomes for pupils. CPD planning will be inextricably linked and integrated with the school's improvement plan and will be based on a range of information:

- The needs of the school as identified through its self-evaluation
- Issues identified through monitoring
- National and local priorities
- Performance management
- Feedback from staff and other stakeholders

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 school's self-evaluation and the performance management procedures.

All staff and directors have a responsibility to utilise CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to pupil as lifelong learners.

## 2. Provision of CPD

In the Holy Spirit Multi Academy Company, 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, Administration staff etc. The school will support accreditation of the professional development of staff.

In order to maintain effective CPD we will undertake regular reviews of our CPD. Quality assurance mechanisms will ensure that schools access provision of a consistently high standard. Where we feel that it is effective and beneficial we will obtain quality standards.

CPD processes will be designed to widen participation, maximize inclusion and minimize bureaucracy. The school 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 the school.

## 3. Leadership and Management of CPD

The Principal and CPD Leader within each school will be responsible for identifying the CPD needs of the staff working within it. The CPD leader's main responsibilities will be to:

- identify CPD needs through school self-evaluation, analysis of pupil outcomes, analysis of appraisal and target setting, formal and informal discussion with staff;
- discuss CPD priorities and budgetary implications with the Principal;
- maintain accurate and up-to-date records of the training undertaken and delivered by staff and directors;
- monitor and evaluate the quality and impact of CPD through formal and informal feedback;
- report to the Principal and the directors on the provision and impact of CPD;
- keep up-to-date with CPD developments nationally and locally;
- promote CPD as a central element of performance and appraisal;
- provide details of CPD opportunities and disseminate information to the appropriate staff and directors.

As part of the performance management process there will be discussions between staff and a senior member of staff to discuss the following within the context of school priorities:

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

## 4. Planning for Effective CPD

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

- Meet identified individual, school or national development priorities
- Are based on good practice – in development activity and in teaching and learning
- Have a focus on raising standards and improving pupil outcomes
- Respect cultural diversity
- Are provided by those with the necessary experience, expertise and skills
- Are planned systematically and follow the agreed program except when dealing with emerging issues
- Are based, where appropriate, on relevant standards
- Are underpinned by robust evidence, expertise and current research
- Make effective use of resources
- Are provided in accommodation which is fit for purpose with appropriate equipment
- Provide value for money
- Have effective monitoring and evaluation systems

## 5. The Range of CPD Activities

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

- Attendance at a course or conference
- Internal training using the expertise available within the school
- Accessing an external consultant/advisor or relevant expert such as specialist leaders or National Leaders of Education
- School visit to observe or participate in good and successful practice
- Secondment or exchanges
- Research opportunities
- Distance learning or online training
- Practical experiences eg. National test or exam marking/moderating, contributing to a training programme, coordinating or supporting a learning forum or network, delivering INSET, involvement in local or national networks
- Job enrichment/enlargement eg. acting roles, shadowing
- Coaching and mentoring

- Postgraduate professional development and other educational knowledge qualifications from higher educational institutions and other forms of professional recognition and qualifications. (On a case by case basis dependent on the benefits that can be brought to the school)
- Partnerships and links; 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

## **6. Dissemination and Recording of CPD**

Where it is agreed that there would be benefit in wider circulation or follow-up, the relevant member of staff and CPD Leader will plan the process by which to most effectively disseminate to other staff including circulating relevant resources where applicable.

In order to ensure 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 members of the school community.

## **7. Evaluating the Impact of CPD**

A review of the long-term effectiveness of CPD undertaken will take into account the benefits to:

- Pupil outcomes
- The quality of teaching and learning
- Pupil understanding and enthusiasm
- Staff confidence
- Staff wellbeing
- Reflective practice
- Recruitment and retention
- Career progression and succession planning