



Continuing Professional Development (CPD) Policy

***This policy is to be approved at a meeting of the Governing Board on:
23 February, 2023***

(Policy to be reviewed biennially).

Next review date – Board meeting No 5, 2025

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CPD Policy

Principles

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
- **Accesses external expertise** – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from Riverside, within the inclusive campus or from another school; visiting professionals or artists; joining webinars, online networks or participating in virtual training etc.

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
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- **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
 - informs the appropriate deployment of staff
- **Promotes a positive ethos and learning culture**
 - through high expectations
 - through discussion, dialogue, trialing and reflection
 - through building internal capacity
 - excellence in learning throughout the school
- **Improves 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

Values and Entitlements

All staff should take ownership and give a high priority to professional 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

There will need to be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle.

However, professional appraisal needs that individual staff have identified will also need to 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 outlined in the School Improvement Plan
- The needs of the school as identified through OFSTED Inspections and Challenge Partner Quality Audit 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 needs, manual handling and behaviour challenges
- 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 will ensure there is a budget put aside for CPD annually and that this budget is used to ensure best value.

Appraisal – BlueSky Update (2022-23)

As of September 2021, we introduced BlueSky; an online platform to manage the appraisal process, moving away from a paper-based system. Last year it was just used for teachers. From September 2022 we have used it for all Staff. It has complemented our CPD process.

- Leaders can easily access and analyse reports for national inspections and governance
- Digitisation provides a holistic view of staff standards and allows teachers to collaborate on best practice
- Staff can take ownership of their own professional development in context of improving school standards
- The school's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives.
- The school addresses the CPD needs of both teachers and support staff by ensuring that there are sound appraisal procedures in place with each member of staff having a named appraisee.

- At the meetings between appraiser and appraisee, the impact on performance of the appraisee's CPD is reviewed and recorded.
- The governing board will ensure in budget planning, that as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.
- The headteacher will report to governors annually about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD.
- If there are competing demands on the school budget between CPD identified for a 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.

Leadership and Management of CPD

The deputy head teacher is also the CPD leader of the school. The CPD leader will receive training as appropriate in order to fulfil this role effectively and attend providers' sessions

There are 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.

Training can be in-house, (including peer support), or attendance on courses for individual staff according to recommendation/requests arising from their Appraisals. In addition, in-school training is conducted in groups or for the whole staff at regular intervals.

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

Supporting CPD Initiatives

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:

- Attendance at a course or conference including online courses and virtual learning platforms
- In-school training using the expertise available within the school e.g. behaviour management, sharing good practice, classroom observations, manual handling.
- School-based work through accessing an external consultant or relevant 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

- Links with Woodside High School and other mainstream schools to develop inclusive practices
- 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

ASC CPD

Riverside recognises that students with autistic spectrum conditions, (ASC), have some unique needs ie ASC students' needs can be clustered within the Dyad of Impairments.

There is an Autism Lead teacher who ensures that all staff are fully trained in understanding, teaching and managing students with autism (approximately 66% of the school's population) ensuring good practice in this area of the school's work.

The Autism Lead also maintains regular communication with the National Autistic Society, and organises the 3-yearly NAS reviews of the school which confirm Riverside's NAS Accreditation of Quality Autism Provision.

PMLD CPD

The Team 4 Leader leads on the education, care and management of all the school's PMLD students with a particular focus on communication, cognitive and physical needs as well as medical and mobility needs.

The Team 4 Leader organises PMLD staff training and CPD, both internally and through links with other schools in the PMLD network and on external courses.

Monitoring and Evaluation

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

The CPD leader writes evaluations of staff during the year – both external and internal. This is discussed with governors and SMT. 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.

Marc Kirby
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