

# Professional Development at GPS



*“CPD in great schools is like an artery pumping knowledge, learning and understanding through the staff. Teachers observe each other's practice; the staffroom and meetings are replete with talk about teaching, learning, assessment and the curriculum; meetings are the chance to plan and evaluate work together; and planned timetabled slots allow teachers to explain and learn from each other and local providers. The same is true for support staff.”*

Professor Tim Brighouse

## 1. The purpose of CPD at Grangetown

- To develop the quality of teaching and learning and thus raise standards of pupil achievement.
- To develop a ‘learning community’ culture within the school – we are all learners, reflecting upon and always aiming to develop our practice.
- To increase the effectiveness of all school staff both as individuals and as team members.
- To enable all staff to contribute to the school’s aims and objectives and strategic vision.
- To develop the quality of professional knowledge, skills and attitudes and, in consequence, the quality of pupils’ learning and achievement.
- To promote a positive and enjoyable working environment.

## 2. CPD will enable staff to:

- Update their professional skills, knowledge and expertise.
- Respond positively to a changing educational context.
- Work effectively as individuals and in teams.
- Make a positive input to the areas outlined in the School Improvement Plan.
- Plan their careers and identify career opportunities.
- Enhance their ability to carry out current responsibilities.
- Prepare them for future responsibilities.
- Increase their confidence and job satisfaction.

## 3. Roles and Responsibilities

All staff have an ongoing responsibility for taking an interest in their own professional development and for being proactive in seeking to improve their practice.

- **Subject Coordinators** build an awareness of staff CPD needs in their subject area, and make this known to the Headteacher, and subject leaders also actively lead CPD as appropriate.
- **Key Stage Leaders** have an ongoing responsibility to contribute to the Staff Development programme, both in a general, whole school sense, and in relation to the needs of teachers in their particular Key Stage....and sometimes by leading CPD.
- The **Deputy Head Teacher** contributes to the management and implementation of our CPD programme, in terms of suggesting appropriate CPD, identifying needs, taking on tasks related to school self-evaluation and performance management and in leading parts of the CPD programme as appropriate.
- The **Head Teacher** is responsible for the strategic direction of the school's staff development activities, for the annual and termly formulation of the school's programme of CPD, and for the ongoing programme of school self- evaluation and performance management and for leading

parts of the CPD programme. Other roles which link to Staff Development include the 'NQT Mentor' (see NQT Policy) and the 'Performance Management/Appraisal Team Leader' (see Performance Management/Appraisal Policy).

#### **4. What the Leadership of CPD Involves**

- Establishing an ambitious and aspirational vision for the school...and for the CPD which will underpin that vision.
- Ensuring that the business of the school – teaching and Learning – drives (and is driven by) an engaging, exciting and well-planned programme of CPD.
- Coordinating the whole-school programme of CPD, so that it supports the School Improvement Plan, and so that it links to School Self-Evaluation and Performance Management.
- Ensuring that there is an effective induction programme for newly appointed staff.
- Liaising with Key Stage Leaders, Subject Leaders and appropriate external agencies.
- Managing the CPD budget.
- Maintaining accurate records of all CPD.
- Communicating relevant information to colleagues.
- Promoting a positive approach to CPD.
- Presenting a termly/yearly review of CPD to the Governing Body.

#### **5. CPD Activities**

The following activities are examples of CPD encouraged at Grangetown:

- Whole staff meetings – these are not 'administrative' – they are carefully planned to engage all staff in collaboratively moving the school forward by working together on key school issues.
- Key Stage Meetings. Again – carefully planned to engage our KS teams on school improvement issues.
- Curriculum Working Parties – each member of staff is a member of 2 groups – the groups work to address and develop key areas of our School Improvement Plan
- School Leadership Team meetings.
- Peer Observation – observing a colleague.
- Action Research – individually or in a team (which we call 'Focus Groups') – investigating an aspect of pedagogy e.g. we currently have a Focus Group of 3 staff looking at Assessment.
- School based training days and twilights, with internal or external leaders.
- Attending courses/conferences.
- Disseminating information from courses/conferences.
- Involvement in international links, projects & visits.
- Working with visiting authors and consultants (e.g. Chris Connaughton, Big Foot Arts, No Limits Theatre, Gladrags etc).
- Visiting other schools to observe practice or engage in discussion e.g. recent joint moderation sessions with Valley Rd School
- Participating in induction of new staff and/or students: e.g. one of our staff recently took on the mentoring of a PGCE student for the first time, and this proved extremely successful for both teacher mentor and student.
- Working with and/or training parents.
- Subject coordinators working alongside teachers....team teaching.

#### **6. Monitoring and Evaluation Procedures**

The monitoring and evaluation of CPD will be an ongoing process:

- Informal verbal feedback from staff on all CPD activities – from 'how did your course go?' to more
- Feedback in staff meetings.
- Staff completing a short written evaluation form after inset.
- Performance Management review (annual & mid-year).
- Lesson observations (termly)

- Work & planning scrutiny (fortnightly).

## **7. Identifying Needs**

The identification of CPD needs will take place at three levels: whole school, group and individual. These needs will, in the main, be identified in the following ways:

### **Whole School Needs**

These will emerge from the Strategic Vision and School Improvement Plan, from school self-evaluation and monitoring activities, from Government legislation and from LA initiatives.

### **Group Needs**

Various groups, e.g. Key Stages, Curriculum Groups, may identify their own specific needs. These may be subject specific or age group related.

### **Individual Needs**

Each member of staff will be invited to complete an annual Self Review Form which will enable individuals to specify their own needs in terms of professional and career requirements. This system is part of the annual Performance Management/Appraisal cycle. Performance Management & Appraisal allows teachers to identify, with their Team Leader, possible broad areas where staff development may be needed

Individual professional development needs should be considered in conjunction with the priorities of the School Improvement Plan. The Head Teacher and Deputy Head Teacher will be responsible for coordinating and implementing the CPD programme resulting from identified needs. Key Stage and Curriculum Coordinators will offer support where appropriate.

## **8. External inset – how the system works**

- Details of all courses are placed in the CPD file in the Staffroom. Some activities are further highlighted by being placed on the CPD Noticeboard (corridor outside of staffroom).
- Senior management will guide colleagues towards particular courses, to address the professional development needs of staff and to help meet the targets stated in the School Improvement plan / Self Evaluation Document.
- Staff are encouraged to identify courses which suit their needs.
- Applications for training should be passed to the Head Teacher.
- In considering an application, the following criteria will be used:
  - Will the course meet the professional development needs of that member of staff?
  - Does the course contribute towards an area of the School Improvement Plan?
  - Are there sufficient funds in the budget to meet the cost of the course and the cost of providing cover?
- Staff will be asked to produce a short written evaluation of the courses attended, and to 'report back' on a course to colleagues (via KS meetings or Staff meetings).

Where appropriate, staff will be given non-contact time to use or disseminate the knowledge and skills gained on a course.

## **9. CPD from the perspective of different staff groups:**

Staff are by far our most valuable resource. The success of any school rests upon having a motivated, committed and highly-skilled staff team.

### **Teachers**

- See sections 1-8 of this Policy.
- Teachers are vital to the ongoing positive development of the school – what happens in the classroom is key to the success of the school, because it is chiefly in the classroom, day to day, lesson by lesson, where learning takes place and pupil attitudes and habits are formed.

- This Policy demonstrates that the school goes to great lengths to ensure that teachers have access to a rich range of development activities, internal and external, designed to support them in their work.
- The Professional Devt activities provided for teachers will be tailored to their needs and role - for example in September 2015, 2 teachers are taking on Key Stage Leadership roles for the first time, and an existing KS Leader is switching to a different Key Stage – the CPD provided for these staff will reflect those new challenges and will support those staff in making a successful transition.
- Essentially, the aim is to meet the individual needs of all teachers, taking into account their role, their experience, and the priorities of the school as expressed in the School Improvement Plan – this applies to all other members of staff too.

### **Teaching Assistants**

- See sections 1-8 of this Policy.
- TAs are a vital part of Team GPS, crucial to the ongoing success of the school, and in terms of CPD are valued, nurtured and developed in the same way as our Teachers.
- TAs benefit from a range of training opportunities, designed to support their role in teaching & learning. Internal opportunities include: ICT sessions, training from the SENCO, the chance to observe a more experienced colleague, attendance at staff and KS meetings etc. External opportunities include courses, conferences and visits to other schools. Performance Management is in place for TAs.

### **New Staff**

New staff will be supported in several ways:

- New staff, including experienced teachers, will be given an induction into the organisation and systems of the School. Policy documents will be passed to the new colleagues, and routines will be explained.
- New TAs will be mentored by an experienced TA, and will have access to a structured, tailored programme of support, covering the key aspects of their role.
- New Admin or Caretaking staff will have access to a structured, tailored support programme, drawing upon internal expertise as well as assistance from the LA and from other schools
- Newly Qualified Teachers are signed-up with the Sunderland LA Induction Programme, giving them access to networking and CPD activities.
- An experienced Mentor is appointed, to guide each NQT through the induction period.
- Opportunities to visit other classrooms and see experienced colleagues at work will be provided for NQTs.
- The Mentor will have opportunities to see the NQT teaching and advise on classroom management, curriculum etc.
- 10% weekly non-contact time will be provided so that NQT's can reflect upon their work, and take part in CPD etc. This time is not 'extra PPA' – rather it is structured and planned in ways that support the induction and development of each NQT.

### **Administrative Staff**

- Our Admin Team is crucial to the success of the school. Good schools are characterized by effective administrative support for the school, and by office staff who provide an excellent service for parents, carers, other visitors.
- Admin staff have access to external training, via the LA, and coaching/advice, again via our SLA with the Local Authority. New Admin Staff are mentored by existing members of the Admin team.

### **Lunchtime Staff**

- We value our lunchtime staff – the work they do is crucial in maintaining a happy and calm environment.
- Staff who carry out duties during lunchtime are provided with training appropriate to their role. We also ensure that child protection and first aid training is regularly updated.

## **Governors**

- We value the contribution made by Governors. Good schools are characterized by engaged and knowledgeable Governors, able to hold the school to account effectively.
- Governors are made aware of the courses organised via the L.A.
- Through our 'Link Governor' programme, Governors are regularly invited to visit the school to learn more about classroom practice and curriculum development.
- We have joined an online training programme for Governors (GEL), provided via The Eastern Leadership Centre, Cambridge.

## **Parents Volunteers**

- Parent helpers in school can be a valuable resource – however we always choose very carefully and always ensure that appropriate training – including Safeguarding – is fully in place. This is managed by our DHT, in liaison with KS Leaders.
- We current have some very effective Reading volunteers, and we have provided training for them led by our own internal staff as well as by an external literacy consultant.

## **Site Supervisor / Caretaker**

- The Site Supervisor role is vital in ensuring that the school and the site is clean, safe, inviting and welcoming.
- CPD activities are provided through appropriate liaison with the L.A.

## **10. CPD Priorities for 2015-16**

- NQT induction – we welcome 2 NQTs in September 2015 – a range of support activities will be provided, including frequent opportunities for our NQTs to observe practice on other classrooms.
- Training for staff in the use of our new LCD interactive screens.
- Further training to build upon the very successful Maths Mastery training undertaken in June 2015.
- Further opportunities for teachers and TAs, to build upon the link with Highfield Primary (mathematics).
- Training which specifically addresses the goals as set out in our Maths, English, ICT and Science Action Plans.
- Further exploration of how we can use peer observation, building upon our 'triad' initiative.
- Continued activity on the part of our Assessment Focus Group, focusing on (i) Classroom Monitor and (ii) Formative Assessment.
- Training in Baseline Assessment for EYFS staff.
- Development and training for our new KS Leaders, focusing upon Leadership.
- Safeguarding training for new staff.

---

Les McAnaney  
Headteacher

Next Review scheduled for: September 2015.

Sep 2011	Policy devised and introduced, in consultation with staff and governors
Sep 2012	Policy reviewed in consultation with Staff & Governors
Sep 2013	Policy reviewed in consultation with Staff & Governors
Sep 2014	Policy reviewed in consultation with Staff & Governors
Sep 2015	