



CPD Policy

Riverside School

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Continuing Professional Appraisal Policy

Policy agreed by governors at FGB meeting on 11 January, 2012

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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 etc

We believe that effective CPD practice leads to the following consequences:

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

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 identified through the Self Evaluation Form (SEF) and outlined in the School Improvement 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 will ensure there is a budget put aside for CPD and that this budget is used to ensure best value. This will be agreed with the governing body and made explicit in the school budget. It will be used equitably across the whole staff.

Appraisal

The school's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives.

The governing body 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 reviewees.

The head teacher 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 reviewee 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.

The school addresses the CPD needs of support staff by ensuring that there are also sound appraisal procedures in place for every member of the support staff. This reflects the importance attached to the role support staff play in the school.

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 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

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
- 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

ASD and PMLD CPD

Riverside recognises that students with autistic spectrum disorders, (ASD), and those with Profound and Multiple Learning Difficulties, (PMLD), have some unique needs ie ASD students' needs can be clustered within the Diad of Impairments, and those with PMLD having a particular focus on medical and mobility needs.

A senior Leadership teacher leads the ASD and the PMLD teams, ensuring good practice in these specialist areas of the school's work. The lead teacher organizes and oversees CPD programmes for the staff concerned. These can be in-house training, (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.

For staff working in the ASD strand of need, many attend the 3-day TEACCH training course or the Attention Autism courses. The school also uses the ELKLAN approach to communication when training staff – this model dovetails well with the methodology of effective communication with students with ASDs.

PMLD staff will have a particular focus on Intensive Interaction and training in the effective management of complex medical conditions, feeding programmes and the use of standing frames and hoists.

Monitoring and Evaluation

Staff are expected to fill in an 'Evaluation of Course' form when they return from an external course (see appendix). 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 inset throughout 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
