



WHERE STARS SHINE

CONTINUOUS

PROFESSIONAL

DEVELOPMENT POLICY

Policy Lead Committee: Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:  **Date:** 16th July 2025

R. Johnson, Chair of Committee

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'WHERE STARS SHINE'

Contents

1. Principles, Values and Entitlements	3
2. Identification of Need and Aspiration.....	4
3. Planning for Effective CPD.....	4
4. Disseminating Effective Practice.....	6
5. Assessing the Impact of CPD.....	6



'WHERE STARS SHINE'

1. Principles, Values and Entitlements

Severnbanks School is a "learning community" and is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the school is able to deliver whole school, team and individual development priorities.

Severnbanks School has an expectation that all members of the learning community will take an active role in their own professional development.

All staff, teaching, support staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs.

We believe that all members of staff have a responsibility to support the professional development of colleagues.

The central emphasis will be on improving standards and the quality of teaching and learning. 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.

All CPD will be linked and integrated with the school development plan and be based on a range of information:

- the needs of the school as identified through its self-evaluation;
- issues identified through external monitoring, eg. OFSTED
- national and local priorities
- Performance Management;
- feedback from staff and others including governors, children and parents.

Severnbanks School's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier, particularly across the key areas identified in the appropriate standards frameworks.

We will participate in initiatives and projects which 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; Eg EEF projects.

We will provide and support opportunities for professional recognition including accreditation of the CPD undertaken.



'WHERE STARS SHINE'

2. Identification of Need and Aspiration

The Headteacher and Senior Leadership Team will be responsible for identifying the training and development needs of the school community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD plan which forms part of the School Improvement Plan.

The Headteacher will be responsible for discussing with the governing body the main CPD priorities and the likely budgetary implications of addressing these needs.

Training and development will be addressed at Local Academy Committee meetings and be included as part of the Headteacher's report.

The Headteacher will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff. CPD provision will allow staff to develop skills and competencies progressively, with reference to Teachers Standards, NPQs, Leadership Programmes and competency for Teaching Assistants, Pastoral, Local Academy Committee members and Administration Staff.

There are opportunities for annual discussions between staff and the CPD Co-ordinators (this role is shared amongst the members of The Senior Leadership Team) as part of the Professional Flourishing process. This provides the opportunity to discuss the following within the context of school priorities:

- needs and aspirations;
- methods of accessing CPD provision including appropriate funding;
- accreditation opportunities;
- ways of disseminating the training.

The Headteacher will be responsible for ensuring the effective organisation of access to opportunities, e.g. booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

3. Planning for Effective CPD

The school arrangements for CPD need to balance the careful use of often scarce resources, with the range of aspirations and interest expressed by staff.

The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:



'WHERE STARS SHINE'

- meet identified individual, school or national development priorities
- are based on good practice – in the development of new activities and in teaching and learning.
- contribute to raising the standards of pupils' achievements
- respect cultural diversity
- are provided by those with the necessary experience, expertise and skills
- are planned systematically and follow the agreed programme, with the exception of needing to deal with emerging issues.
- are based, where appropriate, on relevant standards
- are informed by current research or inspection evidence
- 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
- provide opportunity to measure impact

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

- in-school training using the expertise available within the school
- school based work through accessing an external consultant or relevant expert
- school visits to observe or participate in successful practice
- secondments, exchanges and placements
- research opportunities
- distance learning e.g. e-learning, relevant resources such as educational journals and publications, training videos, reflection, simulations
- practical opportunities and experience e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association
- job enrichment/enlargement e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings
- coaching and mentoring and engaging in a learning conversation
- attendance at a lecture, course or conference
- opportunities to participate in NVQs, NPQs programmes.



'WHERE STARS SHINE'

- partnerships 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, involvement in a formal or informal partnership such as a Network Learning Community.
- creating an improved learning environment within the school.

4. Disseminating Effective Practice

Staff are responsible to disseminating relevant professional development to the school community.

All those engaged with CPD will be encouraged to:

- reflect on their development
- disseminate their findings and lead learning forward within the school community
- seek professional recognition, including accreditation for the work undertaken, where appropriate.

5. Assessing the Impact of CPD

Measures used to determine the impact of training and development will be drawn from:

- participant evaluation
- pupil and school attainment
- improved teaching and learning
- increased pupil understanding and enthusiasm
- increased staff confidence
- increased evidence of reflective practice
- recruitment, retention and career progression/promotable staff
- the changing qualification profile of the staff

This policy is available on the school website: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office