



**Robert Carre Trust**

## **Continuous Personalised Professional Development Policy**

People are a school's most important resource. For schools within the Robert Carre Trust to be effective they must, therefore, invest fully in that resource. A key factor in that investment is the provision of a multi-faceted Continuous Personalised Professional Development (CPPD) policy which meets the needs of individuals, teams and the whole Trust.

### **Aims and Objectives**

The key aims of CPPD at the Robert Carre Trust include:

- supporting, including and recognising the professional expertise of all Staff, Governors and Trustees in the Trust;
- developing teaching and learning throughout the Trust;
- improving student achievement;
- enriching the learning community at all levels;
- driving forward the Trust, School and Departmental improvement agendas;
- informing and supporting the appraisal framework;
- raising morale of all staff in the Trust by sustaining and developing professional capability;
- assisting recruitment and retention within the Trust;
- supporting the Trust's vision on staff and student wellbeing;
- engage all staff in coaching partnerships to further develop pedagogy.

### **Principles**

Participation in and pursuit of CPPD at the Robert Carre Trust is designed to:

- enable the pursuit and fulfilment of personal development plans;
- facilitate opportunities to work towards career progression and advancement;
- achieve the recognition, accreditation and verification of professional advancement;
- provide tools to support professional learning;
- create a learning community through dialogue and sharing of good practice;
- contribute towards the implementation of Trust, School and Departmental development plans;
- meet the needs of diverse and different professional needs across the Trust;
- make available the time to engage in sustained reflection and structured learning;
- promote and make available opportunities to support mental health and emotional wellbeing of staff and students.

### **Leadership and Management of CPPD**

- Each school will have a named CPPD Co-ordinator who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPPD Co-ordinator in each school will receive training as appropriate in order to fulfil this role effectively and attend useful providers' sessions.
- The CPPD Co-ordinator shall be responsible for identifying the Trust's CPPD needs and those of the staff working within it. The CPPD Co-ordinator should have a well-defined description of the role.
- The CPPD Co-ordinator will be responsible for discussing with the Executive Headteacher, Head of School and Local Governing Body the main CPPD priorities and the likely budgetary implications of addressing these needs.

- They will advise on issues such as the benefits of service agreements with appropriate providers and draw up the CPPD plans annually. The lead CPPD Co-ordinator will seek advice and liaise with the Operations Manager in the Robert Carre Trust to facilitate this
- CPPD issues will be addressed at Local Governing Body meetings and be included as part of the Headteacher's report. The CPPD Co-ordinator shall attend governing body meetings as appropriate, including the presentation annually of a report on the provision and impact of CPPD.
- There should be robust, transparent arrangements for accessing CPPD that are known to all staff.
- There will be arrangements for annual discussions between staff and the CPPD Co-ordinator in each school within the Trust to discuss the following within the context of the Trust's priorities, the school priorities, needs and aspirations; methods of accessing CPPD provision including appropriate funding, accreditation opportunities, and ways of disseminating the training. Where appropriate, this will be combined with the Appraisal process.

### **Responsibility**

CPPD is the responsibility of all Staff, Trustees and Governors through:

- the development of the ability to identify personal learning and developmental needs, as well as those of others;
- the active pursuit of continuous personalised professional development through appraisal structures;
- the continuous personalised development of the skills of self-evaluation, observation and peer review;
- the management of a repertoire of mentoring and coaching skills, and the ability to offer professional dialogue and feedback;
- the planning of longer term career aspirations;
- involvement in and leading of in-service training;
- reading educational, academic and professional texts;
- the development of the collective knowledge base of teaching and learning;
- a significant contribution to school and departmental improvement plan priorities;
- the dissemination of information gained from outside sources/agencies to relevant staff;
- the production of a record of professional development for each staff member.

### **Planning for Effective CPPD**

The Trust arrangements for CPPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision-making process to achieve such a balance. CPPD opportunities will be rated more highly when they:

- meet identified individual, school, Trust or national development priorities;
- are based on good practice – in development activity and in teaching and learning;
- help raise standards of students' achievements;
- respect cultural diversity;
- are provided by those with the necessary experience, expertise and skills;
- are planned systematically and follow the agreed programme except when dealing with emerging issues;
- are based, where appropriate, on relevant standards;
- are based on current research and inspection evidence;
- make effective use of resources, particularly ICT;
- are provided in accommodation which is fit for purpose with appropriate equipment;
- provide value for money;

- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

## **Outcomes of CPPD**

### For teaching staff:

- enhanced confidence and a stronger sense of being able to make a difference to student learning;
- greater commitment to improving classroom practice through risk taking and experimenting with new approaches;
- increased enthusiasm for collaborative teaching;
- acquisition of subject expertise essential to classroom development;
- identification and addressing of areas of student underachievement;
- discovery, embedding and evaluation of effective new approaches to teaching and learning;
- producing, managing and interpreting student data;
- greater awareness of whole school teaching and learning objectives;
- have a greater understanding of how teachers can promote emotional and mental wellbeing both amongst students and with their colleagues.

### For support staff:

- improved knowledge of department and whole school procedures including the tracking and monitoring of students;
- knowledge in relation to up-to-date legislation regarding mandatory qualifications and guidelines e.g. health and safety, food safety etc;
- further development of key skills relevant to the successful fulfilment of the post-holder's role;
- have an improved knowledge of how support staff might be able to promote emotional and mental wellbeing both amongst students and with their colleagues.

### For all staff:

- reflection upon professional practice;
- career development through needs identification;
- working with evidence to develop creativity and judgment;
- learning from colleagues, both within and without the institution;
- development of team working;
- recognising and celebrating improvements in their own practice;
- learning new technologies;
- learning to operate in a new role;
- promotion of inclusion;
- development of links with staff in other establishments;
- develop and engender a culture of emotional wellbeing and mental health amongst staff and students.

### For Governors and Trustees:

- enhanced knowledge and confidence of the issues affecting education to enable them to carry out their role.

### For schools and the Trust:

- the school improvement agenda is fuelled and driven;
- the raising of departmental achievement;
- a progressive cultural shift towards the ideals of the open classroom and the total learning community.

### For students:

- academic and personal achievement is raised;
- individual and collective motivation are improved;
- inclusiveness is enhanced;
- emotional wellbeing and positive mental health amongst the student body.

### **CPPD activities:**

- (a) External expertise of course providers, including LLP (Lincolnshire Learning Partnership), LTSA, teacher training agencies and examination boards including online standardisation/externally provided courses and exploring links with Lincoln University.
- (b) Internal expertise of colleagues through twilight sessions, teaching and learning groups and coaching schemes;
- (c) Peer observation for self-evaluation and development linked to personal, team and whole school and Trust priorities;
- (d) Paired observation through combinations of peer, line manager, performance manager, governor and SLT departmental link;
- (e) Learning conversations through planned and systematic dialogue between peers, line manager, performance manager, link SLT, mentor or student following observation, as part of joint lesson planning and review, appraisal, working parties and planned twilight sessions;
- (f) Shared classes with other schools in both phases of education;
- (g) Mentoring and supervision of students from partner organisations such as the Open University; Bishop Grosseteste College, Lincoln; Nottingham University; Nottingham Trent University, University of Gloucester, De Montford, EM Direct and the SCITT;
- (h) Production of departmental documentation or resources such as schemes of work and training materials;
- (i) Practical in-school experience e.g. delivery of staff/departmental meetings
- (j) Practical external experience e.g. contribution to a training programme, co-ordination of or support for a learning forum or network, membership of a local advisory or planning group, test or examination marking experience
- (k) Secondment and job shadowing opportunities.

### **Evaluation of CPPD**

The focus upon evaluation is the outcomes of training: what participants have learned, how new knowledge will be used in the work environment and immediate actions to be taken.

### Impact upon teaching indicators:

- Revaluation of schemes of work;
- Lesson plans;
- Integration of skills, knowledge and attitudes into existing good practice in the classroom, observed as part of peer mentoring, joint observations, appraisal or self-evaluation;
- Sharing of good practice at departmental meetings or training days.

Impact upon student learning, achievement and motivation indicators:

- observation of students' learning;
- improved examination performance;
- improved uptake of a subject at KS4 and KS5;
- class surveys;
- trends in referrals and exclusions.

Impact upon school and Trust organisation:

- tracking of progress of departmental self-evaluation targets over time;
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- patterns of recruitment and retention including uptake of promotion opportunities;
- patterns of staff inclusiveness.

A course evaluation sheet will be issued to department/subject leaders for completion; however, evaluation is the responsibility of all colleagues. Evaluation in terms of value for money, effective implementation and making informed judgments about the impact of CPPD upon teaching and learning is the responsibility of the School Leadership Team, in particular those members of the team linked to Departments for purposes of self-evaluation.

**Associated Policies:**

- Teacher Appraisal
- Support Staff Appraisal
- Induction

**Reviewed by SLT April 2018**

**Next review: April 2020 (2 years)**