



# Weston Favell School

## Continuous Professional Development Policy

### RESPONSIBILITIES

Governor Committee: Resources

SLT: Linda Perry

Revised: March 2008

### APPROVED

Resources Committee: 10 March 08

Chair of Governors: *signature*

### Background

Continued Professional Development is at the heart of school improvement. Our aim is to facilitate high quality professional development so that teaching, leadership and support will have the maximum impact on students' learning, community involvement and school purpose. This policy relates to all staff, teaching and support.

The School Development Plan provides the principle focus for training and development activities although there may be occasions when we support individuals in their pursuit of personal professional training.

### Purpose

- To allow staff to continually up-date their knowledge and skills to improve teaching and learning in the classroom and their work practices.
- To provide every member of staff with the training resources to enable them to meet the objectives they set for Performance Management and review.
- To provide appropriate and focused induction for all new staff.
- To continue to commit to the Investors in People standard thereby ensuring relevant, high quality training and development processes in the school.
- To provide an induction year for NQTs in which focused training and development is a priority (see separate NQT policy).
- To recognise and celebrate professional achievements that result in career development.

### Guidelines

- Every member of staff will take ownership of his or her professional development. Team leaders are responsible for ensuring that teachers have opportunities to receive their entitlement (see notes of guidance for Training Managers).



All training will be in response to need identified by objectives set in the context of the School Development Plan, Department Development Plans, Performance Management and staff CPD audit.



- Teachers, support staff and team leaders need to think imaginatively about the training resources used. A range of external training providers needs to be used as well as be-spoke, specialist training sessions and task observation.
- Following training, opportunities to discuss the knowledge and information gained must be disseminated at the appropriate level. Professional development should be a regular agenda item at team/department meetings.
- All training activities will be evaluated against the objectives set at the start.
- Every team/department in the school will have access to a central budget for training set annually.
- All staff in the school should maintain a Personal Professional Portfolio, which forms the basis of career planning. The portfolio allows staff to log their achievements and changing objectives so that they may plan for their professional needs.

## **Conclusion**

Teachers and support staff will have the opportunity to take advantage of a range of good quality professional development opportunities in the context of raising standards of teaching and learning, leadership and support throughout the school.

### **RELATED POLICIES**

Teaching and Learning  
Pay and Conditions  
Induction

### **RELATED DOCUMENTS**

Training Plan  
Guidance to Training Managers  
Training Record  
Evaluation of Training  
Training Days Agenda