



CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICY

Cromwell Community College recognises that the skills of its staff are its greatest resource and asset. All staff have an entitlement to high quality induction and continuing professional development. The view is shared with the DCSF that “effective teachers should take ownership of and give high priority to professional development”. Opportunities to develop professionally and personally help improve standards and raise morale.

All staff have opportunities through performance management, line management and evaluation procedures to discuss professional development needs. Further discussion is available with the Vice Principal who is charged with observing and monitoring the quality of teaching and learning, offering support and guidance so that the quality is improved. The Vice Principal is also the CPD Co-ordinator. Further support and guidance is available from the Teacher Support Group, appointed to improve the quality of College’s teaching.

All staff have one timetable period of CPD in the two weekly cycle. Arrangements are left within faculties/departments, though proposals for and, later, evaluations of the CPD undertaken are required by the Vice Principal.

The central emphasis for CPD will be on improving the standards and the quality of teaching and learning. Priority is also accorded to preparations for the setting up and teaching of new courses. In addition, examination board CPD related directly to syllabuses and examinations is considered to be of high importance. College is also supportive of CPD offered by Cambridge Advisory Service, in particular the subject networks it seeks to establish and maintain.

CPD planning is closely linked to College’s Improvement Plan and also Faculty Improvement Plans and is based on a range of information:

- The needs of College identified through self-evaluation;
- Issues raised through other monitoring e.g. OFSTED, work sampling, lesson observations, meetings;
- National and local priorities e.g. national strategies;
- Performance Management;
- Feedback from staff and others including governors, pupils and parents

College will support and access a wide range of CPD approaches:

- Attendance at a course or conference;
- In-College training using and sharing the expertise available, especially that of the Teacher Support Group;
- College based work through the use of an external consultant/adviser/Advanced Skills Teacher;
- School visits to observe or take part in good and successful practice;
- Opportunities to participate in award bearing study from higher education or other providers such as NCSL;
- Distance learning;
- Practical experience e.g. involvement in local/national networks, opportunities to present a paper and/or lead an initiative;
- Coaching and mentoring;
- In-College working parties;
- Attendance at the Teaching Group, led by the Teacher Support Group

College will always endeavour to provide CPD according to best value principles. The CPD Co-ordinator will report regularly to the Governing Body with an assessment on the benefits of CPD undertaken, especially as it relates to:

- Pupil and College attainment
- Improved teaching and learning
- Increased pupil understanding and enthusiasm
- Increased staff confidence
- Increased evidence of reflective practice
- Recruitment, retention and career progression of staff