



CPD Policy 2024-25

Approved by FGB on	18 th September 2024
Responsible Officer:	R Lawrence
Date of next review:	November 2025 or as deemed appropriate

1.0 Principles, Aims and Entitlements

Comberton Village College is committed to supporting the continuing professional development (CPD) of all its employees. CPD can be accessed by all colleagues who are non-teaching staff, teachers, leaders, and governors. CPD has an important role to play in motivating colleagues, building competence and self-esteem, ensuring staff feel supported and that we are invested in their development. We hope this leads to not only the retention of staff but ensuring staff can progress in their career however they wish. Continuing Professional Development has a key role to play in ensuring that colleagues are well prepared to support school improvement and so deliver the best possible educational experience and outcomes for all our pupils. Comberton Village College recognises that CPD occurs at many levels, the individual, the team, the school and wider professional networks such as Teaching School HUB networks. It seeks to actively support all colleagues at whichever level is appropriate.

All members of Comberton Village College will have an entitlement for access to high quality induction and continuing professional development. This will be underpinned by our processes of self-evaluation and performance review that will identify the needs of individuals and their match to our school and departmental development priorities.

2.0 Key roles and responsibilities

1. The Principal will be responsible for the day-to-day implementation and management of the Continuing Professional Development (CPD) Policy.
2. The school CPD Lead (Jane Clarke) will be responsible for communicating CPD opportunities to appropriate staff and facilitating access to CPD.
3. Line managers are responsible for identifying training needs among their staff members via performance review and observations.
4. Members of staff are responsible for identifying their own training needs in response to their own practice.
5. Members of staff have a responsibility to fully engage with CPD they undertake.
6. Members of staff are responsible for evaluating the CPD they undertake and for disseminating relevant professional development to the school community.

3.0 Initial Teacher Education and Early Career Teachers

Comberton Village College is committed to supporting individuals who wish to enter the profession, during their training and in the early years of their career. It is committed to offering classroom experience through visits and employment opportunities such as Teaching Assistant and Cover Supervisor.



We engage with teacher training and are a lead placement school with CTSN, University of Cambridge Faculty of Education, The Cambridge Partnership and other ITE providers. This engagement supports recruitment into the profession as well as providing valuable CPD opportunities for colleagues.

We will actively engage with early career teacher training by providing the necessary requirements so that Early Career Teachers (ECTs) can engage with the Early Career Framework (ECF). We allow our ECTs to access further CPD events and courses which enhance the provision supplied by a national provider to enable them to develop into excellent practitioners. To see further detail about the entitlement our ECTs have and the support we have in place, please refer to our ECT policy <file:///C:/Users/jaclarke/Downloads/Early%20Careers%20Teachers'%20Policy%202024-2026%20.pdf>

4.0 Teaching Staff Induction

All new members of teaching staff will attend an induction day as part of an overall induction programme in the summer term prior to their post starting. During their induction day, they will complete safeguard training, receive training on IT access and iPads, learn about their ECT entitlement and the Early Career Framework (if an ECT) and spend time meeting their line manager, mentor (if an ECT) and department colleagues.

During the first term of their employment all teaching staff will have a specific induction programme to ensure they are familiar with important aspects of school life. This programme will have a number of standard elements, e.g. health and safety, e-safety, assessment, behaviour, inclusion, well-being and the pastoral system. This programme will usually run with weekly hour long sessions throughout the first term.

5.0 Identifying needs

- 5.1 Individual - these will be identified as part of the performance development process for Support Staff, Teachers and the Principal, by the individual member of staff in response to their own practice. The individual's objectives should consider and include, as appropriate, any development needs, which are identified at the start of the process and be reviewed formally at the interim and completion stages of the performance management process.
- 5.2 School - these should be identified by the Principal and Senior leaders and arise from the self-evaluation process and feedback from stakeholders. They should reflect school improvement needs and national and local priorities, as well as wider development issues for the school. This needs analysis will lead to the production of a CPD plan for the school, which will be included in the school development plan. This plan should account for the needs of non-teaching and teaching staff employed within the school. The School CPD Lead is responsible to the Principal for the financial oversight of the CPD plan for the school.

6.0 Range of CPD Activity

- 6.1 Comberton Village College recognises that professional development takes in many forms of activity ranging from informal short-term activity to longer term professional qualifications. From activity by individuals or a team within a school to collaborative activity across schools and Trusts and with organisations such as The Chartered Teaching College, Professional Bodies, H.E.I.s and H.S.E. From face-to-face meetings to online learning (see appendix 1 for the typical (but not exclusive) range of activities recognised and supported by the Trust). We will seek to support access to these opportunities provided they meet identified needs, which will allow the individual to develop their individual practice and more effectively meet the aims of the school.
- 6.2 Our Trust, through its staff and involvement in networks such as the Cambridge and Peterborough Teaching School HUB has developed programmes which are entitlements for colleagues working in schools. (See appendix 2). We encourage and support Comberton Village College colleagues access to these programmes, as they are seen as providing an effective CPD pathway for colleagues at different stages in their career.

Walkthrus
Coaching
NPQs

7.0 Dissemination and Quality Assurance

- 7.1 All those engaged with CPD will be expected to:
- reflect on their development
 - seek professional recognition, where available, including accreditation for the work undertaken.
- 7.2 Following professional or other development, the participant will discuss with the school CPD Lead or their line manager the opportunities to disseminate to other colleagues.

We collect relevant feedback about the CPD undertaken by colleagues through the completion of an evaluation form. Where it is agreed that there would be benefit in a wider dissemination or follow up, the School CPD Lead or the line manager will be responsible for facilitating that, e.g. circulating relevant resources, a session at a staff, team or subject meeting, inclusion on the school intranet or Trust CATalogue, article in the Trust magazine.

- 7.3 The School CPD Lead will be responsible for assessing the value for money of CPD and training in their own school, through monitoring and evaluating impact. The School CPD Lead should provide an annual evaluation report on the impact of training and development to the Principal. This should be included in the school SEF.



The School CPD Lead should monitor and evaluate at a variety of levels including:

- Immediate/short term evaluation by participants
- Longer term follow-up for a sample of CPD undertaken, usually at a period no less than 3 months following the provision
- Informal discussion with colleagues about improved practice

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

- Participant evaluation
- Changes in working practices
- Student and school attainment and progress
- Student voice
- External and internal evaluation and inspection processes
- Recruitment, retention and career progression data
- The changing qualification profile of the staff
- Staff wellbeing

7.5 The School CPD Lead (or other suitable person) will review annually whether any aspects of the CPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations to the Principal as appropriate.

APPENDIX 1

The school will support a wide portfolio of CPD approaches matched to the need of our staff. These may include:

- Subject knowledge development, for example, membership of and engagement with a subject association.
- Subsidised membership of and access to The Chartered College of Teaching
- In-school training using the expertise available within the Trust / school and collaborative activity
- Coaching and mentoring and engaging in learning conversations (e.g. NASBTT Level 2 advanced coaching and mentoring)
- In school coaching provision
- Peer observation
- 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)
- Involvement in ITE related activity (e.g. mentoring, subject tutor, senior tutor for ITE)
- Support with ITT applications and offering salaried teacher training positions
- Producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme



- Accessing an external consultant / adviser or relevant expert such as a Specialist Leader of Education (SLE), Local Leader of

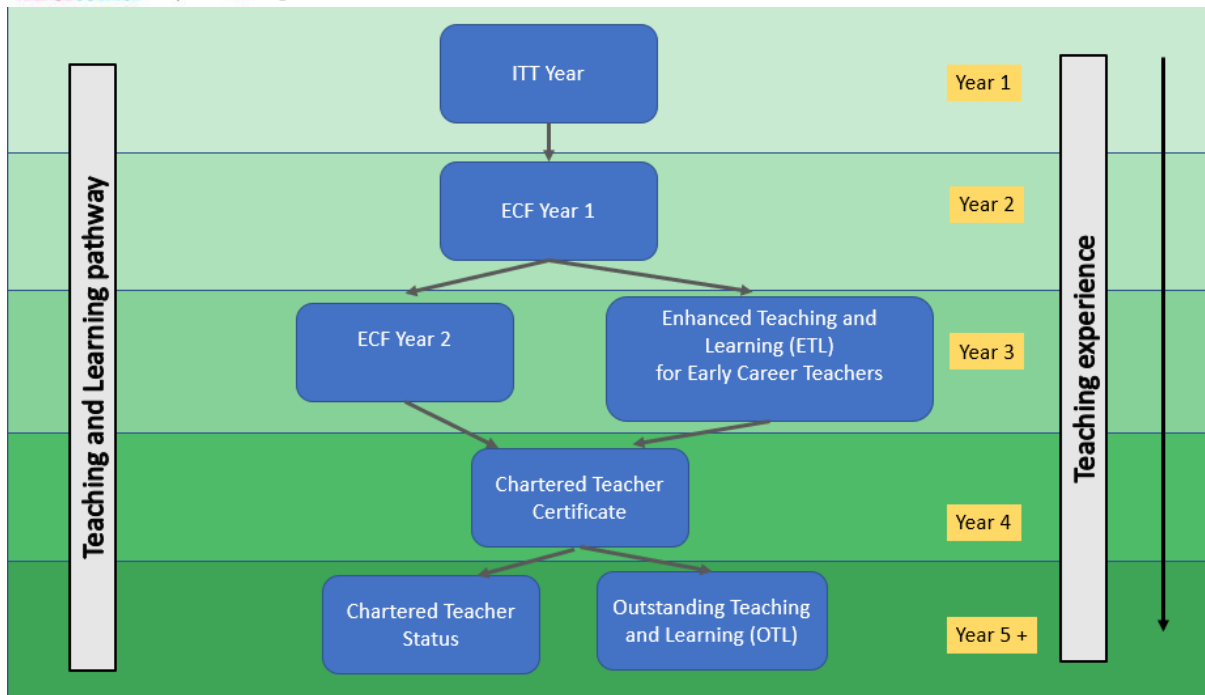
Education (LLE), National Leader of Education (NLE) or Lead Teacher

- Master classes, model and demonstration lessons
- Collecting and collating pupil feedback, data and outcomes
- Attendance at a lecture, course or conference
- School visits to observe or participate in successful practice
- Secondments, exchanges and placements
- International professional development
- Trade Union provided training courses
- Apprenticeships
- Postgraduate professional development and other qualifications from higher educational Institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, M.Ed. courses,
- Research opportunities
- Distance learning / eLearning using external or Trust virtual learning platforms
- Practical experience (e.g. national test or exam marking experience, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)

APPENDIX 2

Continuing Professional Development – Teaching Staff

Comberton Village College adheres to the Trust CPD entitlements and expectations for all teaching staff. These are CPD opportunities that teachers are expected to engage with as they are seen as providing effective, career stage, CPD. As such the Trust will fund the cost of the course (excluding cover and transport).



Pedagogy focussed CPD

Enhanced Learning Teaching Assistants

Cover Supervisors Programme

Enhanced Teaching and Learning (typically after completing ECT induction, year 4)

Chartered Teacher Certificate (typically in year four year of teaching)

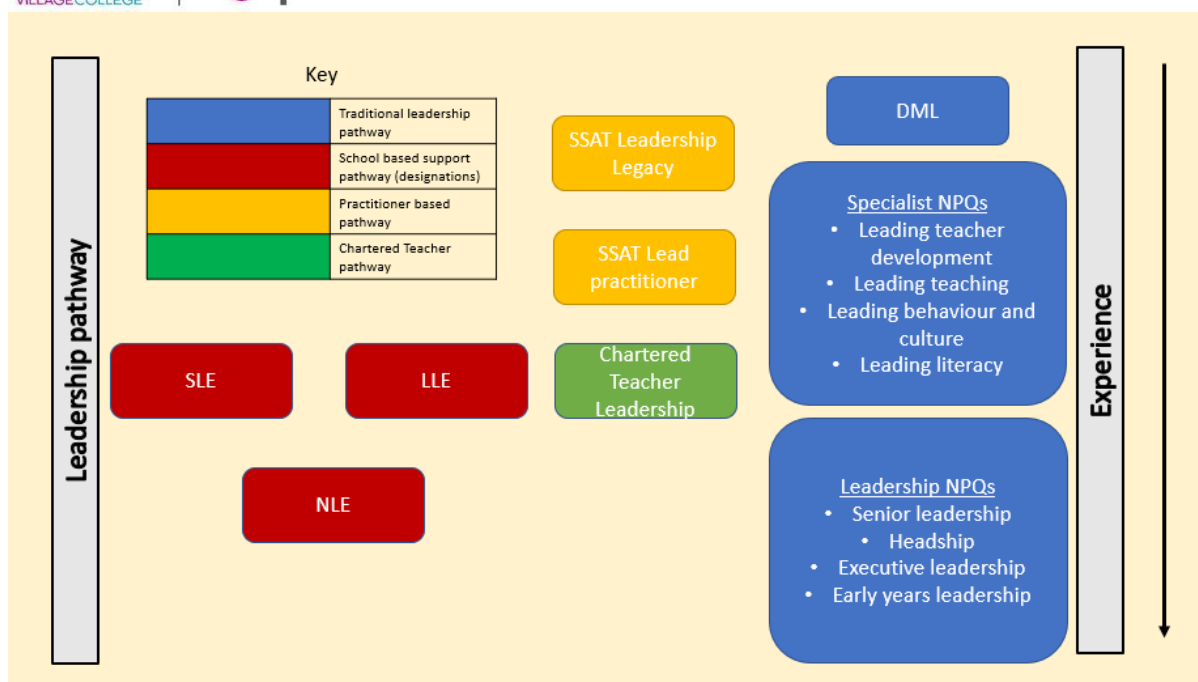
Outstanding Teaching and Learning (typically during fifth or sixth year in teaching)*

Chartered Teacher Status (typically during fifth or sixth year in teaching)*

*Note: It is likely that all teaching staff at some point beyond year four will have the opportunity to attend the OTL. Although it is heavily encouraged, not all staff may opt to seek to complete the full Chartered Teacher Status award. Staff could seek to access individual/selected units towards to the Chartered Teacher status, should this be preferable to completing the full award.

Leadership focussed CPD

Please note the image and descriptions are designed to show a range of qualifications/designations but this list is not exhaustive. Also please be aware that the positioning of courses/qualification/accreditations in the image below is an approximation of the level of experience rather than a definitive ranking.



Traditional Leadership Pathway

DML – Developing Middle leaders (Typically first year of first leadership/management role)

Specialist NPOs

The 4 NPOs in specialist areas of teaching have been designed with both classroom teachers and leaders in mind. They are:

Leading teacher development – learn how to become a teacher educator and successfully support teachers in your school to expand their skills

Leading teaching – learn how to lead the teaching and learning of a subject, year group or phase

Leading behaviour and culture – learn how to create a culture of good behaviour and high expectations in which staff and pupils can thrive

Leading literacy – learn how to effectively teach and promote literacy across the whole school, year group, key stage or phase

Leadership NPOs

Senior leadership – develop your leadership knowledge and expertise to improve outcomes for teachers and pupils in your school



Headship – develop the knowledge that underpins expert school leadership and apply it to become an outstanding headteacher

School based support pathway (Example of current designations)

SLE

Specialist Leaders of Education (SLEs) are experienced school leaders who focus on developing leadership capacity in other schools. This role is about developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools. SLEs usually specialise in a particular area such as pupil premium, assessment, Mathematics, SEND, Early Years etc.

LLE

Local Leaders of Education (LLEs): effective and experienced Headteachers who work alongside other new and experienced Headteachers. LLEs provide support and advice through coaching and mentoring. LLEs work alongside teaching schools and other system leaders to provide high quality support locally to those schools who need it most.

NLE

National Leaders of Education (NLEs): strong and outstanding school leaders, who have experience of effectively supporting schools in challenging circumstances. NLEs work alongside teaching schools and other system leaders to provide high quality support to those schools locally and nationally who need it most.

SSAT pathway

SSAT Leadership Legacy

The project is a year-long initiative and has been set up to develop teachers who have been identified by their headteacher as having the potential to become outstanding leaders.

SSAT Lead practitioner

If you have decided that leadership of learning, rather than system leadership, is your chosen career path, the Lead Practitioner Accreditation programme provides a structure that enables you to develop and flourish.

Chartered Teacher Leadership

Chartered teacher leadership is designed for practising school leaders with at least 3 years of whole-school or cross-school leadership responsibility (in a setting with pupils up to 19 years of age)