



Continuing Professional Development Policy



Approved by:	Rob Lord	Date: March 2025
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Last reviewed:	March 2025
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Next review due by:	September 2026
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Our vision for CPD is:

'to have a high quality programme of CPD for staff in order to support them in raising children's attainment and progress, support them in their career aspirations and develop them as confident, knowledgeable practitioners.'

At Whitemoor Academy we value all our staff and governors and see them as education's best resource. We actively encourage their development. We recognise that Continuing Professional Development (CPD) promotes high morale, motivation, self-esteem and collegiality in the workforce. Staff Development is necessary to ensure that staff have the skills, knowledge and understanding to deliver the school aims. It is important that the school is seen as a learning organisation for the adults within it as well as the pupils. All staff members have an entitlement to high-quality induction and continuing professional development. In addition, all staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs. Equally, governors need to have appropriate induction and training in order to carry out their duties effectively.

In order to maintain effective CPD we will undertake regular reviews of our CPD.

The emphasis of our CPD will be to improve the standards and quality of teaching and learning through a collegiate programme of support. CPD planning will be inextricably linked and integrated with the school's improvement plan and will be based on a range of information:

- The needs of the school as identified through its self-evaluation
- Issues identified through monitoring
- National and local priorities
- Performance management
- Feedback from staff

At Whitemoor, there is a commitment to staff development that balances school and individual priorities. Improving standards and the quality of teaching and learning will be the main focus for CPD planning and provision. However, professional development needs that individual staff members have identified also need to be considered.



The ultimate aim is the improvement in the practice of individuals and teams in order to raise standards in teaching and learning. This will be facilitated by creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

Professional development can take many forms and can be accessed -

- Within school at staff meetings and INSET days
- Externally through the Local Authority, Further Education institutions, studying for further qualifications e.g. NPQs, subject associations and private providers such as Thirsty Scholars.
- Through cross-school networks, especially across SHINE MAT

Examples of professional development include; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school development events, attendance at courses, visits to other schools and distance learning etc.

Provision of CPD

At Whitemoor Academy, CPD provision will allow staff to develop skills and competencies progressively, with reference to Teachers Standards, National Professional Qualifications (NPQs), and competency descriptions for Teaching Assistants, site manager etc. The school will support accreditation of the professional development of staff.

Quality assurance mechanisms will ensure that school access provision of a consistently high standard.

At Whitemoor Academy, we are proud of the quality of teaching and learning at our school. We are committed to disseminating good and successful practice that supports and improves teaching and learning.

CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy. The school will participate in initiatives and projects that 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.



Leadership and Management of CPD

The Deputy Head Teacher (Teaching and Learning) alongside the Headteacher, Deputy Head (pastoral) and Senior Leadership Team will be responsible for identifying the school's CPD needs and those of the staff working within it.

CPD issues will be addressed at governing body meetings and will be included as part of the headteacher's report.

There should be robust, transparent arrangements for accessing CPD that are known to all staff.

There will be arrangements for annual discussions between staff and a senior member of staff to discuss the following within the context of school priorities:

- Needs and aspirations
- Methods for accessing CPD provisions including appropriate funding
- Accreditation opportunities
- Ways of disseminating the training

This will be combined with the Performance Management process

Planning for Effective CPD

CPD will be planned to balance the use of resources with the aspirations and interests within staff. CPD opportunities should meet the following criteria:

- Meet identified individual, school or national development priorities
- Are based on good practice - in development activity and in teaching and learning
- Help raise standards of pupils achievement
- Respect cultural diversity
- Are provided by those with the necessary experience, expertise and skills
- Are planned systematically
- Are based on current research and inspection evidence
- Make effective use of resources
- Provide value for money
- Have effective monitoring and evaluation systems



The range of CPD activities

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:

- Attendance at a course or conference
- In school training using the expertise available within the school (staff meeting time)
- School based work through accessing an external consultant or relevant expert
- School visit to observe or participate in good and successful practice
- Secondment
- Research opportunities
- Distance learning
- Practical opportunities eg contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local or national networks
- Job enrichment/enlargement eg acting roles, shadowing
- Coaching and mentoring

Recording and disseminating

Staff are encouraged to maintain an appropriate professional development portfolio.

Staff are responsible for disseminating relevant professional development to the school community. The member of staff will plan the process by which to most effectively disseminate to other staff.

In order to ensure there is equal access and involvement in CPD by all staff SLT will update records regularly and accurately of the training undertaken by all the school community.



Assessing the impact of CPD

An annual review of CPD undertaken will take into account the benefits to:

- 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