

Hurworth School

Continuous Professional Development and Performance Management Policy

Accepted by: Governing Body – May 2010

Senior Leadership Team Lead Reviewer: LBN

Review Cycle: 2 Years

Date for Review: May 2012

Aims and Rationale

Hurworth School believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.

Effective and quality CPD/PM:

- Should be inextricably linked and integrated to the School Development Plan. Therefore it should recognise and respond to the needs of the school as a learning community.
- Is an entitlement and responsibility for all staff, with the underlying value of equality.
- Recognises teachers' expertise and utilises strengths to support the development of others, leading to professional respect and recognition. The ultimate aim is to develop a culture of collaboration and support, which directly extends the capacity for continuous self-improvement.
- Allows staff to become inspired, motivated and reflective practitioners with the ultimate result of improving teaching and learning.
- There will be effective measures in place to audit effectively the professional and personal needs of staff. The resulting CPD policy will address these individual needs as well as needs created by national and local priorities.
- Gives staff the opportunity to access a diverse range of activities ensuring individual needs are met to aid professional learning.

Benefits for pupils and learning:

- Improvement in pupil performance such as better test results, greater ability to understand tasks set and improved fluency in reading
- More positive responses to specific subjects
- Improvements in pupils organisation of their work
- Improvements in attitude. Pupils become more confident and motivated taking a more active role in the school day.

Benefits for the school:

- Teacher collaboration and networking leads to professional development.

- All staff drives the school forward in the strategic direction with regard to school improvement.
- High staff morale and motivation making an excellent school even better.

Benefits for the staff:

- Greater confidence
- Stronger sense of their power to make a difference to their pupils' learning
- Greater commitment to improving the way they teach
- Are more willing to try new approaches to teaching and learning
- Become increasingly enthusiastic about collaborative working.

Leadership and Management

LBN is the named CPD coordinator who will ensure the smooth implementation and running of the systems.

The CPD/PM system will be based on the development of a coaching model. Teacher coaches will be trained to lead staff through the setting of targets that will create Personalised Learning Agendas. Coaches will also lead support staff and admin staff through the process.

The CPD coordinator will oversee the work of the coaches to ensure that the CPD needs of the school and individual staff are identified and met.

The CPD co-ordinators role shall embrace the following:

- Lead and motivate staff through the innovative changes taking place
- To create and maintain robust, transparent arrangements for CPD which are known to all staff.
- To be the first point of contact for staff on matters relating to CPD.
- To advise on and administer as necessary the budgetary arrangements for CPD.
- To ensure that all members of the school community have an equality of access to CPD opportunities.
- Critical role in helping all staff contribute to the achievement of school priorities
- Support improvement in both quality of teaching and pupil outcomes
- Monitoring and evaluate work of coaches and systems in place
- Make CPD/PM work for both staff and the school

The role of the coach:

- “Coaching is not about learning the right way, but is about helping lead an individual to find their best way.”
- To develop a climate of collaboration in which professional learning can flourish and in which individuals feel comfortable to express their desire to change and improve.
- Supports processes and procedures to support the coaching and mentoring that are based on best practice.

- Possess personal and professional qualities of the highest order and provides ongoing training and development.
- Ensures that the individuals involved appreciate the responsibility they have for each other's professional development and places the control of this development with the individual.
- Evaluates the impact of the coaching work at both individual and organizational level.

Planning and Implementation of Effective CPD

- CPD, PM and the School Development Plan are in extrinsically linked.
- All staff are assigned a teacher coach who lead staff through the Performance Management process. All teaching and support staff complete a Personalised Learning Agenda, detailing their targets with specified outcomes for the forthcoming academic year. All targets and review of targets are completed on a yearly cycle. Directed time is allocated for coach meetings and coach review meetings to take place. Deadline for completion is October 31st. It is the responsibility of the coaches to ensure that:
 - i. The coach and coachee should confirm that the review meeting is taking place at least 5 working days before the meeting.
 - ii. The coach within 5 working days should produce a draft planning and review statement and provide the coachee with a copy. The coachee can request changes to be made to the draft statement.
 - iii. Within ten working days the coach should issue the final review statement to be signed by both parties.
- All non teaching and support staff complete a review system, based on the same yearly cycle. Targets are agreed with their assigned coach.
- All staff have access to a comprehensive CPD programme. This is delivered during calendared INSET days and Twilight sessions. These sessions focus on the key priorities of the school as identified in the preceding academic year.
- Staff are actively encouraged to join a Teaching and Learning Group to trial and disseminate new ideas and teaching and learning strategies. The focus of the group changes yearly. All teaching and support staff have the opportunity to participate.
- Staff are actively encouraged to work collaboratively and share good practice, for example engaging in trio observations.
- Staff will be encouraged to record all CPD in a CPD log and therefore take ownership of their own Professional Development record.
- Staff will have the opportunity to engage in a variety of quality CPD e.g.:
 - leading and contributing to school based INSET
 - rotation of roles
 - shadowing of colleagues
 - departmental/ peer planning sessions
 - serving on working parties
 - working on extra curricular activities
 - learning through the professional practice of others
 - peer mentoring etc.
 - Attendance of external courses

- Access training through Darlington Virtual Leadership College.
- Since August 2008 the school has been designated a TLA centre working in conjunction with Cambridge University. LBN is the named TLA leader.
- LBN, ATY and MME are trained Stage 1 and Stage 2 verifiers. As part of their remit they verifier external submissions and support staff internally in making submissions. All staff are actively encouraged to make submissions to gain professional recognition.
- To ensure CPD is effective the school needs to balance the judicious use of resources with the range of aspirations and interests of staff. CPD opportunities will be rated as effective when they:
 - 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' achievements
 - respect cultural diversity
 - are provided by those with the necessary experience, expertise and skills.
 - Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

Monitoring, Evaluation and Review

The CPD coordinator will meet regularly with the coach team to review progress and assess impact of the systems.

The CPD coordinator will liaise with departmental and year teams to gain feedback on systems in place and CPD programme on offer.

Pupil feedback will be gained to gauge impact on teaching and learning in all classrooms.

A LT lesson observation schedule will be carried out biennial to assess the impact of the CPD programme on teaching and learning. This will be supported by departmental observations and book scrutiny carried out yearly. All documentation will be centrally stored by LBN.

Impact of systems will also be identified by:

- 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