



Diocese of Bristol Academies Trust

Continuing Professional Development Policy

Level: 1

Date Approved: 14th July 2017

Principles, Values and Entitlements

1. The Diocese of Bristol Academies Trust (DBAT) believes that all staff should be involved in a continuing process of development. The Trust is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff. CPD can take place at a number of levels: individual, team, whole school, whole Trust and through wider networks.
2. DBAT believes that a carefully planned programme of CPD improves standards and progress, raises morale and assists with recruitment, retention, leadership development and succession planning within schools and the Trust.
3. All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing development.
4. The Trust will have effective measures in place to audit the professional and personal needs of staff and link to the appraisal (performance management) system.
5. The focus of CPD will be on improving standards the quality of teaching and learning and effective management of the academy . The Trust will ensure that mechanisms are in place to disseminate good practice in CPD that supports this focus.
6. CPD planning will be integrated with Trust and School Development Planning and based on priorities identified through self-evaluation.
7. All forms of professional development will be based on the following principles:
 - all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work;
 - all staff will have regular opportunities to discuss their development needs and professional aspirations;
 - all staff have a responsibility to participate positively in CPD at different levels for personal career development as well as for the good of the school, DBAT hub and Trust;
 - all staff will adhere to the values and vision of the DBAT organisation in order to grow capacity across the whole Trust.
8. The school will use a range of providers/types of provision and endeavour to source the provision of CPD, firstly from DBAT, other schools in the Trust and preferred providers, according to best value principles. Quality Assurance mechanisms ensure that the school and Trust accesses provision of a consistently high standard.
9. The school will support professional recognition, including accreditation of the CPD undertaken.

Leadership and Management of CPD

1. The Trust and individual schools will have a named CPD leader, who will have responsibility for the leadership and management of CPD. The Trust's leader of CPD will be the Deputy CEO.
2. The CPD leader will have access to appropriate support and training in order to fulfil their role effectively.
3. The CPD leader will be responsible for collating the CPD needs of the Trust, the school and the staff.
4. The CPD leader's main responsibilities will be to:
 - Ensure all CPD is planned to respond to DBAT priorities, school SEF and SDP priorities and individual staff appraisal objectives;
 - Promote CPD as a central element of Appraisal and school improvement;
 - Keep up to date with and engage in CPD research and innovation in DBAT, locally and nationally;
 - Provide details on the range of CPD opportunities and disseminate information to the appropriate staff.
 - Maintain and develop links with sources of CPD ensuring procedures for accessing information on CPD are available to all;
 - Quality assure providers as far as possible;
 - Identify the school's CPD needs through mechanisms such as: school self-evaluation, analysis of appraisal targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams;
 - Discuss with and report to the Main or Local Board on CPD priorities, the provision and impact of CPD and budgetary implications;
 - Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions;
 - Provide guidance to colleagues across DBAT on the most effective procedures for disseminating information following professional development training;
 - Ensure records of the training undertaken by colleagues are updated, and advise the appropriate bodies where there are issues of equality of access and involvement.

Planning for CPD

The Trust's and school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests of staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- meet identified individual, school, Trust or national development priorities;
- are based on good practice – in development activity, in teaching and learning and school management;
- help raise standards of pupils' achievements;
- respect cultural diversity;
- are provided by those with the necessary experience, expertise and skills;
- are planned systematically and follow the agreed programme except when dealing with emerging issues;
- are based, where appropriate, on relevant standards;
- are based on current research and inspection evidence;
- make effective use of resources;

- are delivered in accommodation which is fit for purpose with appropriate equipment;
- provide value for money;
- have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision.

Supporting a range of CPD activities:

The school and Trust will support a wide portfolio of CPD approaches in an effort to maximise the impact on teaching, learning and leadership development within the school and Trust. These CPD approaches may include:

- job enrichment/enlargement, e.g. a higher level of responsibility; stretch assignments; front line working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- in-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert such as an SLE or lead teacher;
- school visits to observe or participate in good and successful practice, or review practice including being part of a school review team;
- secondments, e.g. with another DBAT academy, regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
- shadowing opportunities to observe experienced colleagues in another setting and evaluate others practice;
- opportunities to participate in award bearing work from higher education or other providers such as the National College or Teaching Schools;
- research opportunities including in-school action research;
- distance learning, e.g. relevant resources, online learning, reflection, simulation; journal reading
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning network, become involved in DBAT's Central Office, and other local and national networks;
- producing documentation or resources such as an individual development plan, teaching materials, assessment package, online programme;
- coaching and mentoring – receiving or acting in these roles;
- partnerships, e.g. with a colleague, group, subject, phase, activity or school-base; team meetings and activities such as joint planning, observation or moderation, special project working group, involvement in a specialised Learning Community;
- creating an improved learning environment within the school;
- attendance at a course or conference.

Assessing the impact of CPD:

Annually the school CPD leader shall conclude his/her report to the Main or Local Board with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school attainment;
- teaching and learning;
- pupil understanding, enthusiasm and independence;
- school management
- staff confidence and willingness to innovate;

- engagement in reflective practice and research based activity;
- recruitment, retention and career progression, leadership development and succession planning for the school and Trust.

The DBAT Vision underpinning CPD

DBAT aspires to transform the educational landscape of the Diocese, working with CE and other academies (including under-performing academies) to accelerate pupil attainment and contribute to community cohesion, transforming academy performance and students' life chances through excellent leadership.

We believe our Trust and individual academies are: **Authentically Christian: Nurturing Excellence and Serving Communities**. Our actions are values-led and thus our schools are typified by a strong desire for high achievement and excellent relationships – they are places of aspiration and hope for all. We offer places of security where safe boundaries give all the opportunities to grow in personal confidence while recognising the importance of being of service to each other and the community.

The Trust employs experts in school improvement, christian distinctiveness, business and financial management, governance and admissions. With strong school to school support mechanisms, DBAT academies have the advantages of being able to focus on the key aspects of education that ensure the highest quality teaching, learning and service to their local families and community.

The Trust is rapidly building a reputation for excellence in supporting schools to develop their distinctiveness while being fully inclusive, in encouraging the development of dynamic and innovative teaching and curriculum development and offering mutual support through high quality professional development for staff.