

Yeadon Westfield Infant School

2020

Review 2023

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Continuing Professional Development (CPD) Policy

1 Introduction

1.1 Our school values all the people who work within it. Our aim is to enable our children to reach for the highest level of personal achievement. If we are to achieve this aim, then all staff within our school have a part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

2.1 All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities such as:

- those identified within our school development plan;
- DfE guidance for newly qualified teachers and staff

2.2 Our school ensures that all staff and governors have equality of opportunity without discrimination in seeking the highest level of personal achievement.

2.3 All staff working in our school receive a planned induction, as outlined in our staff handbook. Induction for helpers, work experience students, supply staff and teachers from external agencies is supported by guidance information. All teaching staff are included in the annual performance management cycle through which professional development needs may be identified to support negotiated targets for development. Similarly, support and ancillary staff are entitled to an annual performance review. Performance Management for support staff is not statutory nor is it linked to pay.

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2.4 The school recognises its responsibility to offer developmental opportunities for all staff including those with leadership and curriculum expertise.

2.5 Newly qualified teachers (NQTs) are entitled to a specific programme of support and development. From September 1999 NQTs are entitled to a 90% teaching load, an induction tutor and identified written targets based on regular observations.

3 School Development Plan

3.1 The professional development of staff is linked to our school development plan as well as the individual needs of staff. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will reflect the professional development needs linked to these priority areas. Funding for professional development is identified in the budget.

The School Business Manager records all professional development undertaken in and out of the school. The head teacher's report contains a termly account of all training for Governors.

4 CPD programme

4.1 Staff have access to a wide range of development opportunities.

- review of job description;
- induction;
- appraisal;
- staff training days;
- joint staff and governor training sessions;
- paired reviews of children's work;
- membership of working groups;
- conferences and seminars;
- coaching and mentoring;
- membership of local networks;
- placements and secondments;

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