

## Continuing Professional Development and Staff Training Policy

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Continuing Professional Development (CPD) consists of focused and reflective activity designed to improve an individual staff members attributes, knowledge, understanding and skills. It supports the individual's needs and improves professional practice, thereby supporting the needs of the students and the wider school community.

CPD is important because it supports staff to carry out their work more effectively.

This benefits:

- The students as the staff are confident, knowledgeable and skilled in their profession.
- The school with CPD enhancing the general effectiveness of our provision.
- The member of staff, as their job satisfaction and career opportunities could be enhanced as a result of training.

**Evidence shows that the most effective CPD is:**

- **Personalised** – i.e. built on our identified individual and collective needs and requirements rather than a 'one size fits all' approach.
- **Relevant** – relates to your role, the needs of the students and the needs of the school.
- **Sustained** – new skills and ideas need time to take hold; experimentation and refinement is the best way to embed new ideas into our overall practice.
- **Supported** – by coaching or mentoring from experienced colleagues, either from within or from outside your school.
- **Collaborative** – whilst sometimes our roles can seem solitary, collaboration with colleagues has been identified as one of the most relevant features required for education workforce learning.

**All decisions about the provision of CPD will take into account:**

- The needs of the school.
- The professional needs, interests and aspirations of the member(s) of staff.
- The school's resources for the professional development of its staff.
- The best possible provider of CPD.
- Staff reflection and evaluation of CPD and willingness to share the training with peers.

**CPD will be part of an annual cycle, which links together:**

- Identified individual CPD needs.
- Performance management.
- The school SEF and School Improvement Plans.
- The Strategic Plan.
- The Teacher's Standards.
- National Minimum Standards.
- The Breckenbrough School Coaching Model.

### **The individual member of staff will:**

- Seek out and make the most of the professional development opportunities available to ensure that students receive the best and most appropriate education and student experience possible.
- Be proactive in finding CPD based on feedback from performance management, exams outcomes analysis, learning walks and work scrutiny, supervision and line management meetings, student voice and feedback from other agencies.
- Reflect on their own practice to determine strengths and areas for development.
- Document those reflections to contribute actively to performance management, through maintaining a professional development portfolio.
- Take part in opportunities to share strengths and learn from colleagues.
- Seek out and utilise new thinking, ideas and technology relevant to their roles.
- Support colleagues in achieving high professional standards.
- Feedback to colleagues, share resources and be willing to train and support other staff.
- Use their training for the improvement of the school.

### **The school will provide:**

- Support and leadership of professional development by SLT.
- Induction training for all staff.
- CPD for performance management issues, which will be monitored through supervision and/or coaching and may form part of a Personal Development Plan.
- Close links with the LA and other stakeholder agencies for safeguarding training, NQT training and training relating to the National Minimum Standards.
- A wide range of school-based, local and national opportunities for professional development.
- Clear identification of staff development activities in the school Strategic Plan and School Improvement Plans.
- Records of all training and CPD engagement.
- Robust quality assurance to monitor the quality of provision, ensure best value and evaluate the impact of CPD activities.
- Accurate information about professional development expenditure and how this compares with similar schools.

### **Supplementary External Providers**

- We recognise the value and additionality that can be gained through linking with external providers.
- Through both individual and collective membership, Breckenbrough have links with a number of bodies outside of school that are able to provide free and low cost CPD. These include:
  - National Association of Special Schools (NASS)
  - North Yorkshire County Council (NYCC)
  - Autism Education Trust (AET)
  - National Autistic Society
  - Staff Trade Unions (NEU/NASUWT/Unison)
- We are particularly interested in how learning acquired CPD can be shared with the wider staff team

## Procedures and Protocols

To request a professional development activity, please discuss this first with your Line Manager and fill in the CPD request form in DFS: CPD.

All requests for CPD are considered by SLT.

Staff should not book any course until the form is signed and approved.

Staff who wish to run training sessions or have ideas for external speakers are welcome to share ideas with their Line Managers, who should raise it with SLT.

## New Staff Induction

All staff receive the following training during induction:

- Introduction to the school and orientation.
- Introduction to the Quaker Ethos and Vision of the school.
- Overview of the Academic Year.
- Behaviour Management in Ethos & Practice, including an introduction to behaviour management at Breckenbrough.
- Health and Safety and site safety including fire drills.
- Child Protection Level One NYSCB.
- Online physical intervention by Securicare.
- IT logins including email, MIS and printer codes.
- Training in use of SchoolPod by Office Manager and Frog by Data Co-Ordinator (where applicable).
- Responsibilities of Mentoring/Key Working
- Training specific, but not limited to the role, by Line Manager.
- Supporting students with ASD and associated needs

All staff are also assigned a New Staff Mentor to whom they can direct concerns and queries during their Probationary Period.

## Whole Staff Training

All staff at Breckenbrough School regularly benefit from both statutory and context-specific CPD in the following areas:

- Child protection
- Safeguarding
- Prevent
- Health and Safety and risk management
- Physical Intervention
- First Aid
- Fire
- CEOP
- SEND training (ASC, PDA, Attachment)
- Additional needs training (e.g. Dyslexia, Tourette Syndrome, Occupational Therapy)

## Regular CPD

### SEND team

The SEN team meet on a weekly basis to discuss students, interventions and any issues that have arisen. Within this meeting, any aspects of CPD identified are discussed, either to improve the provision within the SEN team or as an aspect of CPD that would benefit the wider school audience.

In addition, the Assistant Headteacher (SENCO) meets with the LSA team on a weekly basis. During this time there are opportunities to discuss strategies for supporting students, and the use of Wave 1 and Wave 2 interventions to develop the students' learning and skills both in and out of the classroom. These meetings are also used to develop and further good practice within the LSA team.

### Soc.Ed team

The Soc.Ed team meet weekly on a Friday to carry out focused and directed team development. This is in line with statutory legislation and guidance, including National Minimum Standards for Residential Special Schools, Social Care Common Inspection Framework and other relevant national policy. There is also opportunity to facilitate team development to meet the needs of individuals or groups of students.

Individual CPD opportunities and progression is identified and offered through the annual supervision process. This is targeted to the development needs of the team member and the role they undertake in school. The team work together to deliver CPD that meets the needs of the students and enhances the delivery of the social education team and the ongoing facilitation of the 24 hour curriculum.

## **Academic Team**

The Academic Team meet on a half termly cycle to focus on the 3 following areas:

Week 1 & 2: Teaching & Learning led by Assistant Headteacher (T+L)

Week 3: Teacher Forum led by Deputy Headteacher, an opportunity to discuss new school policies and for staff to share concerns and strategies regarding specific students and issues.

Week 4: Transitions led by the Transitions Manager to discuss new students in depth, EHCPs, Support Plans and other useful strategies.

Week 5, 6 & 7: Teaching & Learning led by Assistant Headteacher (T+L)

## **Support Team**

Will not meet face to face as regularly as the other teams but CPD will be shared through emails or online resources

Collaborative working is encouraged.

Reports received from our engaged external consultants will be reviewed and any lessons learned will be fully discussed and practice amended if necessary

## **NQT Training (to be read in line with the NQT policy)**

- Breckenbrough School welcomes NQTs and works in partnerships with local schools and the local authority to support staff new to teaching.
- NQTs are provided with a mentor and teach no more than 80% of contracted timetable.
- NQTs will observe lessons and take part in all areas of school life, to ensure they develop skills and experiences to be an outstanding teacher and caring professional.

## **Appendix 1: DfE CPD Standards 2016 – see page 6**



## Standard for teachers' professional development

### Preamble

Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching.

The design of high-quality professional development is as complex a discipline as the design of high-quality teaching. It requires the planning of programmes of connected activities with clarity about intended outcomes, and evaluation.

Effective professional development relies upon teachers, headteachers and leadership teams in schools and organisations providing professional development, being clear about their respective roles and working together effectively.

Professional development can take many forms, but the best available evidence shows that the most effective professional development practices share similar characteristics.

### Effective Professional Development

Effective teacher professional development is a partnership between:

- Headteachers and other members of the leadership team;
- Teachers; and
- Providers of professional development expertise, training or consultancy.

In order for this partnership to be successful:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.

**Appendix 2: CPD Request Form – see page 8**

## CPD Request Form

Name:	Subject/Team:
Course:	Location:
Date:	Cover required:
How will this course support your Performance Management targets this year?	
How will this course improve outcomes for students at Breckenbrough School?	
How will you share the nature and content of this course with relevant colleagues at Breckenbrough School?	
Cost of course:	Cost of transport:
Total:	

Line Management approval:	
SLT approval:	