

ISO Professional Development Policy

CPD (continuous professional development) is a structured and planned process which cultivates and improves the professional qualities and relevant personal attributes of individual members of staff. The purpose of CPD is

- to maintain and enhance present and future performance to meet the needs of individuals,
- to manifest a culture of lifelong learning that is school wide
- to raise the achievement of all pupils within the school.

In addition to the main purposes of CPD we at ISO feel a strong programme of CPD increases staff motivation, retention and work satisfaction.

The process is a continuous one, from recruitment and induction onwards, with phases that match different career stages -development, extension and refreshment - with review and feedback as an on-going practice. At ISO we consider appropriate, continued professional development as empowering and enabling; providing and developing skills, imparting knowledge and facilitating the growth of ideas and attitudes.

It is a process intended to match school purposes with the fulfilment of individual needs. This complex aim is compounded by individuals having different expectations and limited CPD opportunities in the locality. Nevertheless, by exercising initiative there is much that individuals can do to facilitate their own continued professional development within the school as well as Inset from other providers.

The CPD will help the school aspire to be an outstanding school and become an establishment that stimulates and inspires pupils to achieve to their highest level. To do this there will be a network of mentoring and monitoring and within this all staff will recognise the need to be lead learners.

Principles of CPD

- CPD will help to put into effect the School Development plan and the aims and objectives of the school.
- All staff will be included and their training/development needs addressed. Needs that may be identified as a whole school initiative (eg curriculum change) or individualised (eg appraisal)
- CPD will include in-service education and training both on and off the premises for present positions and future individual and school needs.
- CPD will involve the career development of all staff.
- Staff Development will be involved in providing positive outcomes from any appraisal, and in line with the school Appraisal System.
- CPD will encompass the school commitment to equal opportunity.

- CPD exists to promote good relationships within the school, offering a stimulating and challenging experience.
- CPD exists to enhance the reputation of the school as a centre of learning and as a caring community, wanting all its members to develop to his/her full potential.

Continued Professional Development and Appraisal

The school's Appraisal policy for teaching colleagues clearly states that the Appraisal process is considered an integral part of CPD; whilst the process fulfils the specific objectives it is also a complementary process for teaching staff to enhance their overall performance and thereby bring benefits to the pupils and the school. This will be in line with the Self Review of each department.

CPD and INSET

CPD should not be seen as simply 'going on courses'. All members of staff are entitled to CPD discussions with any member of the Senior Leadership Team. There is an appraisal interview with each member of teaching and support staff each year. During the Appraisal process relevant courses and relevant training opportunities will be discussed. Any external courses should be fully evaluated to assess to relevance to ISO school development and the member of staff's professional development.

Relevant CPD may include:

- Working groups/committee membership
- course attendance local and international
- Departmental or faculty meetings/training/workshops (both internally and externally led)
- Teacher placements/secondments
- Visits to other schools - (primary and second and special)
- Support from specialist teachers/HOD /SMT
- Membership of local support groups/networks
- Whole-school INSET
- Industry links
- Mentoring
- After school activities
- Job shadowing
- Consultancy
- Voluntary additional responsibilities
- Work shadowing
- Interview with Head annually

- Classroom observation

Identification of INSET needs

1. Individual INSET needs should be identified in 4 ways:
 - discussion with the appropriate line manager
 - from the Appraisal or classroom observation
 - by self-identification at appraisal, including Support Staff
 - through the School Development Plan
2. Self-Review and identification of Departmental Inset needs. Curriculum Leaders and /or Line Managers are required to hold discussions with their staff, including support staff. These are to agree aspects of individual contributions to the department INSET activities and to assist in professional development. This will form part of the Departmental Self Review; the agreed areas of INSET for the department should be recorded on the annual Department Development Plan
3. The School Development Plan and curriculum needs will reflect the school's needs
4. Collation of the above information will enable the Director of Studies (DoS) to produce an annual CPD and INSET plan.

Procedure for applying for INSET activities

1. All INSET related activities will be initiated in the first instance by discussions with the DoS, /Line Manager and the member of staff concerned. The DoS will then consult with Principals and DP's and informs and initiates as appropriate.
2. Applications for courses should reflect the details from the School and or Department Development Plan, and or appraisal targets. SMT may recommend appropriate courses to individuals; we also welcome suggestions from teachers who may supply links to relevant courses they would like to attend.
3. Discussions will take place with relevant line manager regarding cover for lessons.
4. Once courses have been approved by the relevant member of SMT, the teacher is authorised to reserve a place, book flights and accommodation as required. Invoices and receipts are essential for refunds. Refunds will be made on the 15th on each month following booking.

INSET Evaluation

1. Follow-up, support, and information dissemination are essential elements in the INSET and CPD process. This will enable evaluation of the course/activity in terms of professional development,

improvement in the learning experience of pupils, and cost effectiveness for future planning. Best value principles should always be used.

2. Following INSET, courses or department sessions etc. Staff are asked to indicate how relevant information will be given to other colleagues, or provide feedback at departmental /wider staff meetings.

3. All staff are encouraged to record details of any professional development undertaken on their C.V. in their career entry file and for their CPD review discussion/Appraisal documentation.
4. Evaluation Sheets
5. Large scale implementation of change as a result of courses needs to follow agreed procedures. Changes will be conducted in a timely and measured manner. Depending on the experience of the member of staff teachers may be encouraged to begin with a small scale action research project within a year group. The impact will be closely monitored. The results will be measured. The decision will be taken by SMT as to whether to upgrade to a school wide change.

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