

Continuing Professional Development and Learning

Ellesmere Port Catholic High School



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Lead of Review:	Mrs L Henderson, Director of Learning & Support
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Rationale

Continuous Professional Development and Learning (CPDL) is a core entitlement for all staff and governors of Ellesmere Port Catholic High School.

All staff and governors have a responsibility to utilize CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to pupils as lifelong learners.

In particular, the Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- know and understand how to assess the relevant subject and curriculum areas.

Aims

CPDL aims to:

- improve the quality of learning and teaching;
- provide the highest standards of support and guidance to students;
- facilitate school improvement and development;
- contribute to professional aspirations and career progression;
- support and challenge strategic decisions to ensure the best outcomes for students.

CPDL Approaches and Activities

EPCHS will support a wide portfolio of CPDL approaches in order to facilitate school improvement, assist teachers, other staff and governors to meet relevant standards and needs. As far as possible, CPDL is personalised and takes into account the needs and career aspirations of the individual member of staff alongside the needs of the School.

The School acknowledges that successful professional development and learning involves working in partnerships and should support a culture of trust, respect and scholarship. It should:

- have a focus on improving and evaluating pupil outcomes;
- be underpinned by robust evidence and expertise;
- include collaboration and expert challenge;
- be sustained over time.

Therefore, CPDL approaches may include:

- attending a course or a conference;
- completing online training;
- attending internal training using the expertise available within the School, e.g. pedagogic practices for different subjects and contexts, coaching skills, pastoral skills; leadership development
- practical experience, e.g. external examination marking, delivering INSET and external training, ITT, subject mentoring, presentations to school governors.

- research opportunities and opportunities to participate in award bearing work from higher education institutions and other providers such as the National College for Teaching and Leadership;
- school-based collaboration, e.g. department meetings, Heads of Department meetings, pastoral meetings, standardisation and moderation, working parties to research and develop aspects of learning and teaching;
- external collaboration, e.g. contributing to and delivering a training programme, co-ordinating or supporting a local or national learning forum or network, school visits to observe or participate in outstanding practice;
- involvement in local networks (e.g. Cheshire Teaching School Alliance) and Shrewsbury diocesan collaboration;
- job enrichment or enlargement, e.g. job sharing, acting leadership roles, job rotation, job shadowing;
- school-based work overseen by an external consultant, adviser or relevant experts.

Induction

All staff and governors new to Ellesmere Port Catholic High School receive a planned induction in school. Line Managers, Curriculum Leaders, Pastoral Leaders and Senior Leaders have discrete responsibilities within this process.

New teachers are invited to spend at least one day in school during the term prior to their start date. The days are structured to ensure that new members of staff benefit from a positive and purposeful start to their career at Ellesmere Port Catholic High School.

- **As from 1 September 2021**, NQT induction in the school was replaced by **ECT induction**. Those starting their induction **on or after** 1 September 2021 are now covered by our ECT induction policy, which can be found on the school's website. The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent.
- Participants of Initial Teacher Training (ITT) follow a structured programme of professional training.
- New leaders in school participate in a school-based programme.
- Governors receive appropriate induction and opportunities for development.

In-Service Training

The School holds in-service training days (INSET) during the academic year. The INSET programme is planned in advance by the Senior Leadership Team, the content of which is informed by the needs of the School outlined in the medium-term School Development Plan and the yearly School Improvement Plan.

The principle purpose of INSET is to improve learning and teaching by:

- increasing awareness of educational developments and innovations;
- improving pedagogical knowledge and specialist knowledge, e.g. Special Educational Needs;
- considering how to implement pedagogic practices successfully in different contexts;
- sharing examples of effective pedagogic practices to validate as well as challenge existing beliefs
- working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogic practices;
- enabling staff to contribute to the delivery of the School's development and improvement plans.

The School aims to make the best use of all available resources and will draw from providers such as:

- in-school expertise;
- making use of the knowledge, experience and skills of staff;
- representatives of agencies or organisations or individuals who have specific areas of expertise;
- a variety of institutions including schools, universities and examination boards;
- local authority experts.

Procedures

In the first instance, attendance at any CPD course must be agreed in principle with the member of staff's line manager and any other relevant curriculum or pastoral leader. The member of staff should complete an INSET pro-forma which is available in the staff room, carefully noting the impact that the course will have on school. This should be forwarded directly to the Headteacher for consideration.

Evaluation

The quality and effectiveness of CPDL is evaluated through the evaluation notes held on BlueSky and through both formal and informal discussion with staff and governors.

The long-term effectiveness of CPD is evaluated through:

- minutes of curriculum team meetings, curriculum leaders and pastoral meetings, full governing body and governor committee meetings;
- lesson observations, staff and student voice and work sampling;
- pupil outcomes;
- staff well-being (qualitative and quantitative measures);
- recruitment, retention and career progression of staff.

Within their Appraisal review, teachers will be required to assess the impact of the engagement in professional development, both their own and as appropriate, their support for the professional development of others.