



PROFESSIONAL DEVELOPMENT POLICY

1. Introduction

Continuous Professional Development (CPD) is a priority and an entitlement for all staff at Vishwa Vidyapeeth. It aims to:

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

All staff members have a responsibility to utilise 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 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.

2. Approaches to CPD

Vishwa Vidyapeeth will support a wide portfolio of CPD approaches in order to facilitate school improvement, assist teachers to meet the Teachers' Standards and increase its accessibility to staff. As far as possible, CPD 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 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, CPD 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
- research opportunities and opportunities to participate in award bearing work from higher education institutions and other providers;
- school-based collaboration, e.g. Partnership with other schools, learning study materials of other curriculums, 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;
- job enrichment, e.g. job sharing, acting leadership roles, job rotation;
- school-based work overseen by an external consultant, adviser or relevant expert;

3. Induction

All staff new to Vishwa Vidyapeeth receive a planned induction in school which is supplemented by external / internal providers. Line Managers, Heads of Department, Heads of Year and Senior Leaders have discrete responsibilities within this process. Every new member of staff receives a diary. 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 Vishwa Vidyapeeth.

4. In-House Training

The School holds in-house training days during the academic year. The training programme is planned in advance by the Senior Management 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 In-House training is to improve learning and teaching by:

- increasing awareness of educational developments and innovations;
- improving pedagogical knowledge and specialist knowledge;
- 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 independent organisations or individuals who have specific areas of expertise;
- a variety of institutions including schools, universities and examination boards;

5. Leadership and Management of CPD

The Head with responsibility for Learning and Teaching is the CPD leader and has an overview of staff development. In order for staff to maintain and develop their skills and contribute to school development, the CPD leader will ensure that CPD balances the needs of the School and its development priorities; the development needs of each department and the career aspirations of the individual

The CPD leader's main responsibilities will be to:

- identify CPD needs through school self-evaluation, analysis of pupil outcomes, analysis of appraisal and target setting, formal and informal discussion with curriculum and SMT;
- discuss CPD priorities and budgetary implications with the Management;
- maintain accurate and up-to-date records of the training undertaken and delivered by staff;
- monitor and evaluate the quality and impact of CPD through formal and informal feedback;
- keep up-to-date with CPD developments nationally and internationally;
- promote CPD as a central element of performance and appraisal;
- provide details of CPD opportunities and disseminate information to the appropriate staff.

6. Procedures

In the first instance, attendance at any CPD course must be agreed in principle with the member of staff's and any other relevant curriculum leader. In the case of a team of staff, training should be authorised by the Director.

Once the training has been formally approved by the Head, relevant budget holder, an email of the date, time and venue of the CPD has to be sent to Head, Director and administrator as a formal request.

Each member of staff is responsible for booking their place on a CPD course and arranging cost-effective transport.

7. Funding

Funding for staff CPD is incorporated into school budgets. When CPD is linked to school improvement, the cost will be covered by the Staff Development budget.

Before approval is given to CPD training, careful consideration must be given to value for money and the resources available, e.g. How and when will information from the training course be disseminated to relevant members of staff? Can similar training be accessed through another, less expensive, provider or by another means? Can training be accessed locally rather than further afield? Travel expenses can be claimed through the Finance office/Administrator. When travelling by train, tickets should be booked well in advance through the school authorities.

8. Evaluation

The quality and short-term effectiveness of CPD is evaluated through the CPD Evaluation pro forma and informal discussion with staff.

The long-term effectiveness of CPD is evaluated through:

- pupil outcomes;
- lesson observations;
- minutes of subject meetings;
- staff well being (qualitative and quantitative measures);
- recruitment, retention and career progression of staff.

Last Review Date: June 2018

Responsibility: The School's Senior Management Team (SMT) draws up and implements the CPD policy; reviews the policy and monitors its implementation.

II VISHWA VIDYAPEETH II
GROUP OF SCHOOLS