



**The King's (The Cathedral) School**  
**Continuing Professional Development**

Responsibility:	Robert Mbanu
Ratified By:	Governing Body
Date Reviewed:	October 2024
Next Review Date:	October 2025

## Contents

1. AIMS AND OBJECTIVES.....	3
2. ALLOCATION OF THE FIVE INSET DAYS .....	3
3. PERSONAL PROFESSIONAL DEVELOPMENT .....	3
4. DEPARTMENT CPD .....	4
5. TWILIGHT PATHWAYS .....	4
6. PEER OBSERVATION / PEER DISCUSSION.....	4
7. GOVERNOR CPD .....	4
8. SUPPORT STAFF.....	4
9. NPQ .....	4
10. EARLY CAREER TEACHERS / GTP OR EQUIVALENT.....	5
11. EVALUATION .....	5
12. RECORD KEEPING.....	5
13. LEADERSHIP of CPD.....	5

The King's School is committed to Continual Professional Development (CPD) for all staff, including support staff.

## 1. AIMS AND OBJECTIVES

- CPD will serve to support the School to achieve its developmental aims in each given year, to support the professional development of all staff and to support any member of staff who has been identified as needing professional development;
- It is the aim of the School to offer all Staff the opportunity to undertake continuing professional development, relevant to the School Improvement Plan, their Departmental Development Plan and their own personal professional development as identified primarily in their Performance Management Review;
- It is recognised that professional development for any individual will be likely to lead to enhanced professional opportunities outside The King's School; this is seen as a proper consequence of structured CPD. This means that staff will be expected to seek management training where this is viewed as relevant to their future career;
- Funding will be in line with those areas which are identified by the School as being of major importance in the relevant financial year.

## 2. ALLOCATION OF THE FIVE INSET DAYS

The School maintains three of five annual INSET days as in-school Training Days: Two in September and one in January.

- In School, training days provide an opportunity for the Whole School community to receive training on areas of need identified from self-evaluation;
- Two of the annual INSET days are disaggregated providing 12 hours of professional development:
  - One hour of Whole School CPD Twilight in the Summer Term
  - Five hours of Departmental CPD led by the HOD
  - Three hours of Twilight Pathways
  - Two hours of Personal Professional Development
  - One hour of Developmental Peer Observation or one-hour professional discussion with colleague
- All teaching staff and HLTAs are paid for the equivalent of five days INSET and should therefore account for both in-school training hours and the twelve disaggregated hours.

## 3. PERSONAL PROFESSIONAL DEVELOPMENT

- The School provides two hours per year for personal professional development;
- The criteria for accessing personal professional CPD;
- Take account of the needs of the individual seeking CPD support as identified through the Performance Management or other self-evaluation and Quality Assurance processes;
- Application forms for external courses, which have been identified at School or department level as meeting the requirements of the School Improvement Plan, or are identified as necessary for the individual concerned, can be obtained from the CPD Co-ordinator;
- Applications must be signed by a line manager and the CPD Co-ordinator;
- Initiating a CPD request that requires cover must be undertaken at least 3 weeks in advance of the date the cover is required. It is important that any papers associated with courses are copied to the CPD Co-ordinator for use within other areas where relevant;
- Members of staff may choose to make use of The School's subscription to **The National College** to provide training to meet their personal professional development needs.

#### 4. DEPARTMENT CPD

- Departments are allocated five hours of twilight professional development time in the school calendar;
- Heads of Department will plan to use this time as per the calendar or at a time of convenience to the team, in single hours or in blocks;
- Heads of Department will use both the self-evaluation and Performance Review process to plan training to meet their team's needs in pedagogy, curriculum planning and subject knowledge;
- SLT line managers will maintain an overview of their link department training.

#### 5. TWILIGHT PATHWAYS

- The School will calendar three hours of an in-house Twilight programme across the academic year;
- Courses will be organised under three pathways: Effective Classroom Practice, Career Development and Adaptive Teaching;
- Courses will either be a stand-alone hour, or a series of one-hour sessions;
- The range of courses provided will be informed by self-evaluation and staff requests;
- Staff who deliver CPD Pathway session will automatically accrue both their pathway and personal CPD hours.

#### 6. PEER OBSERVATION / PEER DISCUSSION

- All teaching staff are allocated one hour of training time for peer observation;
- Teaching staff should organise to observe a colleague for 30 minutes in their non-contact time;
- The focus of the observation should be informed by developmental discussions following SLT formal lessons observation feedback;
- Teaching staff should spend 30 minutes discussing their peer observation with the teacher observed, their line manager or coach;
- Alternatively, a peer discussion can be held whereby teaching staff can organise a professional discussion with a colleague. The focus of the discussion should be an area of professional development or interest. The School recommends that you look beyond your department to help broaden the range of expertise on offer;
- The outcomes of the observation or professional discussion; dates and staff name should be logged with the CPD Co-ordinator using the Microsoft Form circulated by the Co-ordinator.

#### 7. GOVERNOR CPD

- Governors are able to access training to meet their need through the School's subscription to the governor portal;
- Governor training needs may also be met through training delivered by SLT at committee meetings.

#### 8. SUPPORT STAFF

- The School is committed to assisting support staff in both acquiring and growing their skills;
- Some support staff access CPD via the Administration Team Leader;
- Some support staff access CPD by application to the CPD Co-ordinator;
- Some CPD will be statutory and may require re-certification.

#### 9. NPQ

- The School will fund a small number of National Professional Qualifications (NPQs) each year;
- NPQs will only be funded as a result of an application process.

#### 10. EARLY CAREER TEACHERS / GTP OR EQUIVALENT

- The School will nominate a Professional Tutor for newly qualified or trainee teachers (currently AMA);
- A suitable timetable will be created commensurate with experience and requirements;
- A mentor will provide individual support, including lesson observations and feedback;
- Appropriate paperwork will be completed and returned institutions;
- The Professional Tutor will plan a thorough induction and support programme .

#### 11. EVALUATION

- Feedback following CPD should form part of the next departmental or management group meeting and the department must make provision to review the impact of their training and development during the term/academic year during which CPD occurs. SLT line managers will review the impact of any CPD which departments have undertaken during line management meetings;
- The CPD Co-ordinator will write an annual CPD report to Governors.

#### 12. RECORD KEEPING

- Records of all CPD completed will be maintained by the CPD Co-ordinator.

#### 13. LEADERSHIP of CPD

- The School will have a named CPD leader (RM 2024-25);
- The CPD Co-ordinator is responsible for identifying CPD priorities, the CPD budget, promoting opportunities, and planning in school training.

This policy should be read in conjunction with:

- The Early Career Teacher's Induction Policy
- Staff Induction Policy