



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

Responsibility:	Mr R Mbanu
Ratified By:	Governing Body
Date Reviewed:	October 2025
Next Review Date:	October 2026

**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 a colleague; or one additional hour or personal CPD.
- 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 sessions will automatically accrue both their pathway and personal CPD hours.

#### 6. PEER OBSERVATION / PEER DISCUSSION / PERSONAL CPD HOUR

For one of the 12 hours of twilight CPD staff have the option of conducting a peer observation or professional discussion. These options are further outlined below.

- **Option 1: Peer Observation**

- Staff may use the hour to observe a colleague's lesson for 30 minutes during their non-contact time.
- The focus of the observation can be informed by developmental discussions, particularly following SLT formal lesson observation feedback.
- The remaining 30 minutes should be used for a reflective discussion, which can take place with:
  - The teacher observed,
  - Your line manager, or
  - Your coach.

- **Option 2: Peer Discussion**

- Staff may choose to engage in a professional discussion with a colleague instead of observing a lesson.
- The discussion should focus on an area of professional development or interest.
- Staff are encouraged to look beyond their department to broaden their exposure to different expertise and perspectives.

- **Option 3: Additional Personal CPD Hour**

- Staff may use the hour as an additional Personal CPD session.
- This time should be used to develop knowledge or skills in a specific area of professional interest.

- **Logging and Accountability:** The completion of the observation or professional discussion must be logged using the Microsoft Form circulated by the CPD Co-ordinator.

## **7. GOVERNOR CPD**

- Governors are able to access training to meet their needs 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 and AMK).
- 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 to 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 2025–26**)
- 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