



# NORTH BIRMINGHAM ACADEMY

## CONTINUING PROFESSIONAL DEVELOPMENT POLICY

### Introduction

Staff Development seeks to improve the capability of staff (as individuals, teams or as a whole) to fulfil specified roles within the college. Its central aim is to improve both teaching and learning. Professional development is broader than staff development and considers all aspects of personal development that might relate to career development. Continuing Professional Development is the term used to cover all aspects of ongoing education.

### Rationale

The academy recognises that staff are its key resource. We also recognise the need to manage the process by which teachers, managers, governors, administrators and other support staff can extend their knowledge, skills and understanding. Through personal and professional growth our aim is to maintain a highly skilled, highly motivated and professional staff who are committed to providing a high quality teaching and learning for young people. All individuals employed at [ ] Academy are expected to demonstrate high levels of commitment to their professional development.

### The principles underpinning CPD at [ ] Academy

- CPD is an integral part of the Academy management policy. It is integral to the process of Academy improvement.
- CPD is based upon review processes of department and Academy self evaluation, performance management and inspection
- CPD has a structure of clear roles and responsibilities for the management of the process
- CPD aims to take place in a safe, supportive learning environment where experimentation and innovation are encouraged
- CPD processes aim to identify the benefits achieved through their implementation
- The identification and analysis of needs pays due regard to individuals, groups and the institution as a whole
- The identification and analysis of needs pays due regard to an individual stage of career development from initial teacher education, teacher in the early stage of their career, Academy leadership and advanced leadership
- CPD offer opportunities that produce outcomes that have impact in practice
- We seek to achieve balance between provision of CPD opportunities and disruption to teaching
- CPD seeks, wherever appropriate, nationally recognised accreditation
- CPD pays due regard to equal opportunities

### Learning Opportunities

All too often CPD is seen as synonymous with course attendance. In actuality there are many experiences available to the individual that provide valuable learning and can improve skills and competencies. The following list describes some possible means of CPD:

[Type text]

- Contribution to Academy Life
- Assist in organising whole Academy days, e.g. Intake Day, Whole Academy Learning Days
- Prepare materials for an enrichment or period 4 class
- Peer observation
- Provide assistance in class
- Involvement in Academy productions
- Involvement in staff teams
- Involvement in college based training and consultancy
  - for students
  - for staff
  - for external body
  - for the community
- Taking assembly
- Job shadowing in Academy
- Job shadowing in industry
- Shadow a post holder for a lesson
- Shadow a post holder for a morning
- Shadow a post holder for 'an event', e.g. case conference
- Focus visit in Academy
- Focus visit to another Academy or work place
- Management training (internally provided)
- Management training (externally provided)
- Action research
- On line study
- Distance learning
- Financial experience
  - budget planning
  - budget management
  - preparing bids for financial support
- Presentation at a staff forum
- Presentation at a Departmental workshop
- Team Work
- Critical friendship to a colleague
- Team building (using various structured approaches)
- Chairing a meeting
- Leadership of a development team
- Report to the governing body
- Membership of governors' sub committee
- Membership of PTFA
- Liaise with outside professionals
- Membership of an external working party
- Organisation Development
  - Involvement in planning – Academy event
  - Involvement in planning – Academy exhibit
- Carry out staff survey
- Contribute to Staff Development Day
- Contribute to Department Improvement Plans

[Type text]

- Contribute to involvement in auditing
- Carry out piece of research or investigation in Academy
- Liaise with/counsel parents
- Address parents at a meeting

### Available Courses

[ ] provides a full programme of courses, conferences and other training events.

### Applying for a course, conference or training event

1. Identify the course, conference or event. If you are satisfied that the intended course outcomes meet your needs, discuss the opportunity with your Head of Department. Make sure you agree the timescale and format of feedback to colleagues.

2. Applicant completes –

- a training proposal form (green) form and passes this to Caroline Magee at least 4 weeks in advance of the training.

3. [ ] will –

- Check the college diary
- Pass the form to CPD leader for his agreement

4. [ ] will –

- Check that the application satisfies need as identified in either professional audit, performance management review, department improvement plans or college improvement plans
- Request that [ ] processes the application and registers a financial commitment

5. [ ] will –

- return the application to [ ] for filing in individual CPD files

If the application for a DCS course DCS will send an email acknowledgement to the applicant and CPD leader by way of confirmation.

### KEY CPD SYSTEMS

#### Induction

All new staff at [ ] Academy are supported through involvement in an induction programme. The key elements of the programme are:-

TBC

[Type text]

For further details of this programme please refer to the document [Staff Induction Programme]. Key elements of this programme are:–

- use of career only profiles to establish termly objectives for professional development
- regular meeting with a mentor
- regular classroom observation and feedback by both mentor and induction tutor
- visits to other Academics to observe good practice
- a programme of twilight meetings
- periodic assessment in accordance with government requirement
- a 10% reduction in timetabled contact

All staff at [ ] Academy are entitled to an annual appraisal of their performance. For teaching staff this will be a formal performance management in line with statutory requirement. All review meetings take place in September or January. Full details of the process can be found in the policy [ '.]

All other staff will receive an appraisal of their work through an annual meeting with their line manager. The date of appraisal meeting are set by line managers. Details of this process can be found in the document, 'Appraisal for Support Staff'. Issues identified through performance management and appraisal are used to inform the compilation of the Academy Improvement Plan.

### **Department Self Evaluation**

The Departmental Self Evaluation process is a detailed and vigorous one through which the Academy makes judgement on the effectiveness of teaching and learning within a particular department. This is achieved in part through: -

- classroom observation which will include an analysis of students' work
- a professional dialogue with individual teachers
- interviewing students in formally arranged meeting and in class
- evaluating students' work in a departmental workshop

The information generated by this process and the feedback provided offers an opportunity for teachers to identify the strength and areas for development in their teaching. Full details of this process are available from Head of Department.

### **Professional Development Portfolios**

All teachers at [ ] Academy are provided with a Professional Development Portfolio. Its use is voluntary and, if you prefer, entirely confidential. Compilation of a portfolio is a means to use past experiences and present activities to demonstrate and reflect on skills learn, to identify future learning needs and to place prospective development. Colleagues are given strong encouragement to use their portfolio in preparing for performance management, applying for threshold assessment or in review when considering movement through upper pay scales.

[Type text]

**Peer Observation**

All teaching staff have time allocated to complete at least 6 observations per year. Peer observation seeks to encourage teachers to reflect on what constitutes effective teaching and learning and, of course, to share good practice.

Observation sheets are available that encourages teachers to focus on the constituent elements of very effective teaching. Other sheets are available that encourage colleagues to focus on aspects of a lesson such as the use of assessment for learning. Teachers are asked to maintain a record of observations completed in their Professional Development Portfolio.

**Approved by NBA Governors on:** .....

**Date of Next Review:**.....

**Lead Manager:** .....