



## **Continuing Professional Development and Learning Policy**

**'Imagine a school where you taught better simply by virtue of teaching in that school. What would such a school be like?' Judith Warren Little**

**'Learning is the whole business of the school: it deserves to be in the forefront of the minds and conversations of everyone in the school'**

**Tim Brighouse and David Woods**

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. In order to achieve this and to ensure that our students experience outstanding teaching and learning at all times, we are committed to providing exceptional continuous professional development and learning opportunities, focusing on developing the leadership and potential of our staff. Through our professional learning community, we cultivate highly skilled, reflective and motivated staff committed to lifelong learning.

Professional development is a continuous process at Isaac Newton Academy. It is an expectation of and an entitlement for all staff. It is differentiated according to the needs of the staff through line managers and the CPD coordinator responding to a needs analysis based on a range of data, including student and parental feedback, learning walks, lesson observations and work scrutiny.

Our programme of professional development and learning activities supports academy improvement by being linked to:

- The Isaac Newton Academy Improvement Plan
- Team Improvement Plans
- The professional development process, including an individual's professional development objectives
- An individual's career development within the education system relevant to their role
- An agreed development need that may be highlighted by the Principal, line manager or governors

It may take any of the following forms, dependent on the purpose, aims and target audience:

- New staff induction
- Whole staff training
- Group/department training
- Lesson observations and feedback
- Opportunities to share learning and best practice at meetings and briefings
- Learning walks
- Coaching and mentoring

- Middle Leaders' Development Programme
- Staff book club
- Visits to other schools with a specified focus
- Peer observations
- Self directed study
- Participation in working parties
- Shadowing key posts e.g. attendance at leadership team meetings
- Consultant support
- Middle Leaders' conference
- Leadership Team conference
- TLR holders' programme
- NQT programme
- Moderation of assessed student outcomes
- Action learning sets
- ARK Schools courses, development programmes, hub days and summit
- ICT training
- NCSL courses e.g. MLDP, Leadership Pathways
- External training courses and conferences e.g. exam board training

### **Induction**

All new employees, other than newly qualified teachers (NQTs), employed by ARK Schools regardless of their permanent, fixed-term, full or part-time status employees are subject to a six month probation period. The procedure allows for monitoring, formally reviewing and providing feedback on the performance of new employees in the following areas:

- Quality and quantity of work
- Attitudes and motivation
- Conduct and attendance
- Compliance with policies and procedures
- Leadership and management (if appropriate)

All new staff are given formal induction. The Principal, CPD Coordinator (DB) and the line manager ensure that an appropriate programme is put in place. This includes an introduction to Isaac Newton Academy's ethos and the requirements of the role.

### **Isaac Newton CPD Programme**

Our in-house staff development programme is published half termly. This includes staff INSET days, ARK Hub days and the Tuesday afternoon CPD sessions.

### **Lesson Observation**

Lesson observation is an entitlement for all classroom staff. It is at the heart of our staff development programme for classroom staff and is an integral part of everyday life at INA. Observing other teachers and being observed with feedback is a powerful tool for improving teaching and learning and a rich source of CPD. At INA there is a formal commitment to observe each other's practice and to reflect on it and offer quality feedback.

There are many opportunities to both observe lessons and to be observed, including formal observations by line managers, peer observations, and lessons filmed in the classrooms fitted with cameras. At least once a term every member of staff has a lesson observed by their line manager and may have further observations

by peers. In addition, each term members of staff choose another colleague whom they would like to observe teaching. There are a range of forums for sharing what staff have learned from their observations (see Self Evaluation Policy).

### **Entitlement**

- Decisions regarding CPD entitlement take into account the impact of staff absence on teaching and learning, the effective running of the school and budgetary constraints
- Requests for external training courses, with fees paid and cover provided (where appropriate), will only be approved if it is the most appropriate way to meet a particular AIP or performance management need
- As a general guideline, only one person is entitled to attend an external training course at a time
- Applications for CPD related to career progression rather than developing the member of staff's current role are not normally approved during their first year in post

### **Expectations of staff**

All staff are expected to:

- be committed to continually develop their skills related to their role
- focus on developing their BRIDGES character dispositions and traits
- identify appropriate CPD objectives as part of the professional development cycle
- complete an evaluation form and provide a copy for the CPD Coordinator (DB) following any formal CPD activity
- formally feed back to their line manager and CPD Coordinator (DB) and cascade their learning to their department following any formal CPD activity

### **Expectations of line managers**

Line managers are expected to:

- be committed to developing the staff that they line manage
- ensure that staff development impacts on teaching and learning by providing opportunities for formal feedback from external courses, sharing good practice at departmental meetings and evaluating progress through the performance management process

### **Expectations of the CPD coordinator**

The CPD coordinator is expected to:

- publish the CPD programme on a half termly basis, following consultation with the CPD group
- maintain records of staff training and development and make them available to individuals on request
- analyse staff evaluations of development activities and disseminate this to staff
- evaluate the impact of the annual staff development programme and report this to the Governing Body
- keep a list of staff PD CPD targets and monitor the actions

**Evaluating the impact of CPD**

A range of data is analysed to enable a smart and accurate evaluation of the impact of CPD, including course evaluations, consideration of lesson observation data and conclusions drawn from learning walks, student outcomes and student feedback.

**June 2018**



# ISAAC NEWTON ACADEMY

## STAFF REQUEST FOR CPD AND LEARNING ACTIVITY

Name: \_\_\_\_\_

Explain how your application relates to a PD target, the AIP or TIP, or whether it is for personal development.

If you are applying for time only, give details of the activity, date and time.

Course title: \_\_\_\_\_

Course provider: \_\_\_\_\_

Fee: \_\_\_\_\_ Cost for travel/  
subsistence: \_\_\_\_\_

Date and time of course: \_\_\_\_\_

Start time of absence: \_\_\_\_\_ Return time to INA: \_\_\_\_\_

Please indicate any cover required, including enrichment. Check Week A vs Week B.

	Pre-school	AM Tutor Time	Period 1	Period 2	Break	Period 3	Period 4A	KS3 Lunch	Period 5	Period 6	PM Tutor Time	Post-school
							KS4 Lunch	Period 4B				
Mon												
Tue												
Wed												
Thu												
Fri												

\*Please note you need to arrange cover for the sections highlighted yourself

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

When will the learning gained be disseminated and to whom?

**TO BE COMPLETED BY THE LINE MANAGER:**

Explain why the applicant should be considered for this training/ development

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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I confirm that the request has been agreed by the school.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Principal)

Pass the completed form to your LM, along with any external course application form if applicable, then pass to JS who will pass to Finance/ **DB**/ACM.

External courses with a cost should be booked by Finance.



**ISAAC NEWTON  
ACADEMY**

**Evaluation of CPD and Learning Activity**

Name \_\_\_\_\_

Activity/Course Title \_\_\_\_\_

Provider \_\_\_\_\_ Date \_\_\_\_\_

**1. How far did the course meet your expectations and your development needs?**

Completely  Partially  Not at all

**2. What action will you take as a result of the CPD activity and how will it impact on teaching and learning/your role?**

**3. How and when do you intend to disseminate the training to your department?**

**5. How would you rate the quality of delivery and resources?**

Excellent  Satisfactory  Poor

**6. How would you rate the course in terms of value for money?**

Excellent  Satisfactory  Poor

*Thank you for completing this evaluation. Please return this evaluation to the CPD coordinator (DB), and retain copies for your CPD portfolio and your line manager*