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Reach For The Stars

CPD Policy

Our Motto

★ **Reach for the Stars**

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

Our Values

- ★ **Striving**
- ★ **Teamwork**
- ★ **All Included**
- ★ **Responsibility**
- ★ **Success**

★ **Striving**

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aim high**

★ **Teamwork**

Policy reviewed: Spring 2015

Next review date: Spring 2017

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ **All Included**

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility**

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success**

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements.**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

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1 Introduction

Effective CPD takes place over a period of time. It is not a one off event!

1.1 Our school values all the people who work within it. Our aims statement talks of enabling our children to reach for the highest level of personal achievement. If we are to achieve these aims, then all staff within our school have a part to play. Osmani is a “learning community” where all are involved in a continuous process of improvement and enrichment. CPD is the means by which the school is able to motivate and develop its community. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

2.1 All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities such as:

- those identified within our School Development Plan;
- appraisal as part of our Performance Management system;
- DfE guidance for newly qualified teachers;
- The New National Curriculum

2.2 Our school ensures that all staff and governors have equality of opportunity without discrimination in seeking the highest level of professional achievement.

2.3 All staff working in our school receives a planned induction (see New Staff Induction Policy). All staff are entitled to an annual appraisal, through which professional development needs may be identified to support negotiated targets for development (**see Appendix A**). These are reviewed at the Mid-Year appraisal.

- 2.4** The school recognises its responsibility to offer developmental opportunities (school budget allowing) for staff with leadership and curriculum expertise in line with the school's business needs and priorities (see Appendix B).
- 2.5** Newly qualified teachers (NQTs) are entitled to a specific programme of support and development. From September 1999 NQTs are entitled to a 90% teaching load, an induction tutor and identified written targets based on regular observations. E.g. NQTs at Osmani are given Wednesday afternoons for professional development, in addition to their normal PPA time.

3 School Development plan

- 3.1** The professional development of staff is linked to our school development plan. This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will reflect the professional development needs linked to these priority areas. Staff requesting professional development training complete a form (**Appendix C**)

4 Evaluation and dissemination

- 4.1** All professional development activities are monitored for their impact on school performance. Dissemination forms (**see Appendix D**) are completed and returned to the Professional Development Co-ordinator within one week of the training opportunity. Following professional or other development, the participant will discuss with the CPD Leader the opportunities to disseminate to other staff. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will be responsible for organising that, eg circulating relevant resources, a session at a staff meeting or feeding back at a SLT meeting. Governors may require written feedback and/or a presentation upon completion of the development work. Governors give details of the professional development of staff in their annual report to parents.
- 4.2** The Professional Development Co-ordinator records all professional development undertaken in and out of the school. The Professional Development Co-ordinator prepares a termly update for the headteacher's report to governors. This informs the governors' annual report to parents.

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5 CPD programme

5.1 The CPD programme offers staff a wide range of development opportunities.

- review of job description;
- induction;
- appraisal;
- staff training days and weekly INSET;
- Bespoke training sessions e.g. Marking, AfL, Match
- joint staff and governor training sessions;
- review of children's work – Whole school Book Scrutiny;
- peer observations – **(see Appendix E)**;
- Use of Classwatch as a reflection tool;
- membership of working groups;
- conferences and seminars;
- External/internal coaching and mentoring;
- membership of local and regional networks;
- membership of professional associations;
- Work shadowing and secondments;
- Internal moderation – e.g. APP.
- school visits to observe or participate in good and successful practice
- other forms of professional recognition and qualifications such as Higher Level Teaching Assistants

6 Appraisal as part of performance management

6.1 We apply the national appraisal model in the form of a performance management system to all staff in our school. The aim is to help us improve by agreeing and reviewing priorities within the context of the school development and improvement plan. The outcomes of performance reviews help to set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

6.2 Senior staff have attended training on performance management and robust systems are in place to ensure accountability is balanced with support and developmental mechanisms.

Appendix A

Appraisal Development needs:

Name:

Date:

This CPD Policy will be monitored and reviewed by the CPD Leader in consultation with the Headteacher,SLT and the Governing body.

Policy reviewed: Spring 2015
Next review date: Spring 2017

Focus of Development Need (please check on Paragon):

Action taken (e.g. observed colleagues, Phase discussions/Moderation, Team Teaching, Shadowing a colleague, working with LA Advisors, INSETs...)

Outcome/Evaluation (www):

Further support needed:

Appendix B

This document will act as a starting point and details some of the opportunities available to all staff

** Training and development will reflect individual needs and school development priorities*

Leadership Role	Teaching and Learning	Leadership and Management development opportunities	School based leadership and management development programme
Headteacher	ROLE RELATED CPD-INTERNAL AND EXTERNAL	<ul style="list-style-type: none"> Experienced HT Mentor Attend Headteachers Conferences NPQH Programme NCSL leadership Heads Consultative EHP OFSTED Inspection Training SLICT 1:1 Coaching 	<ul style="list-style-type: none"> Regular access to education coach Appraisal meeting with Governor.
Deputy Head & Assistant Headteachers	<p>ALL STAFF ATTEND WEEKLY INSETS</p> <p>ALL CTs ATTEND MODERATION MEETINGS</p> <p>ALL CTs and TAs ATTEND PPMs</p> <p>ALL CTs and TAs ATTEND WHOLE SCHOOL BOOK SCRUTINIES</p>	<ul style="list-style-type: none"> Acting Head Manage a budget Lead improvements in learning and teaching SLT link to a phase. Attend DH Consultative Network with other senior colleagues Attend relevant leadership & management courses at PDC, including School Self-evaluation Join LEA working party Deliver training at LEA NPQSL/NPQH training Future Leaders LA succession planning Training External and internal coaching and mentoring 	<ul style="list-style-type: none"> Regular access to education coach Effective team leadership Emotional Intelligence at work Conflict Management Personal Coaching through NPQH Appraisal meeting with HT including Mid-Year Reviews.
Middle Manager		<ul style="list-style-type: none"> Acting Assistant Head Opportunities to make presentations to whole school - INSET Shadow a senior colleague Manage a budget Take an active an increasing role in team focusing on a school development priority Network with middle managers in other schools Attend Co-ordinator meetings at LEA Attend relevant leadership & management courses at PDC 	<ul style="list-style-type: none"> Peer review & coaching Regular access to education coach Effective team leadership Emotional Intelligence at work Conflict Management Using NCSL resources. Appraisal meeting with HoP/ including Mid-Year Reviews.

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		<ul style="list-style-type: none"> • Take part in NCSL courses e.g. Leading from the middle • Mentor an NQT/PGCE or GTP student • NPQML/NPQSL • Coaching 	
Post NQT staff and aspiring Middle Managers		<ul style="list-style-type: none"> • Observe at Governing Body meetings • Attend relevant external courses • Active and increasing role in working party • Join a school development team • Mentor trainee teacher • TLL work shadowing • Attendance at the PDC/other LA training. • Attend relevant meetings. • Acting phase manager role. 	<ul style="list-style-type: none"> • Peer review & coaching • Effective team leadership • Appraisal meeting with HoP including Mid-Year Reviews.
Newly Qualified Teacher		<ul style="list-style-type: none"> • NQT Induction programme at LEA – each Wednesday • School based induction programme • Mentor support staff • Undertake school visits • Attend subject specific course. • Shadow other teachers within the school. • Observe other teachers modelling key areas. • Identification of personal targets for development. • 6 observations (x3 formal & x3 Informal) during NQT year and termly reports on progress. 	<ul style="list-style-type: none"> • Peer review & coaching • Regular meetings with school mentor • Coaching sessions • Identification of professional targets • Observations of other teachers. • Appraisal meeting with HoP including Mid-Year Reviews.
Support staff		<ul style="list-style-type: none"> • Attendance at LA courses. • SEND identification of specific training needs matched to pupil needs. • Observations by SLT and feedback regarding development. • Nursery Nurses, Leading TA's and HLTA – access to external coaching. • Interventions • Yr6 Booster Groups • Attendance at Weekly Phase Meetings. 	<ul style="list-style-type: none"> • Observation of other teaching assistants. • Internal and external courses • Appraisal meeting with HoP/PM including Mid-Year Reviews.

Appendix C		
Application for School Support to embark on Self Chosen Further Studies		
Name:	Role in school:	Date:
Course Title:	Course start date:	Duration of course:
Time needed out of school during Headteacher directed time:	How will your role be covered?	Cost of cover:
Please state why you want to embark on this course of study?		
How does your chosen course link to national, local or school priorities?		
How will your studying this course impact on our school improvement?		
How will your studying this course meet a specific need in the school?		
Was this course discussed/recorded as part of your Performance Management target setting and review meeting?		
Once you have achieved this qualification or skills, how do you intend to use your expertise in supporting pupils and colleagues in the school?		
Signature:	Date	
Headteacher's Approval:	School's commitment:	
Headteacher's signature:	Date of approval:	



Appendix D

Dissemination of practice from INSET/CPD

Name of Participant:	Date:	Venue:
Course Title:	Type of Course: (twilight, day, 5-day etc.)	

Dissemination to the school:	
What are the key messages I will take away from this INSET:	<ul style="list-style-type: none"> • • •
List 1-3 things gained from this INSET/Visit/Training (e.g. <i>new knowledge, useful resources, implementation of teaching strategy/technique etc</i>) that I/we think the school could try to implement to improve on or build on current practice:	<ul style="list-style-type: none"> • •
Which is the most important point/strategy that should be disseminated to the whole school:	
Who in school do you need to share information with?	
What action does the school need to take to ensure the practice is adopted by all staff involved? What needs to be done? By who? By when? (you may need to fill this in with the person(s) mentioned above when you return to school)	What needs to be done Who When

Please return to the CPD Co-ordinator within a week of attending Course

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Appendix E

Peer Observation

Name of Observer:

Person Observed:

Date:

Procedure

- *Observe your partner.*
- *Make a note under the headings below.*
- *Meet up after you have observed - feedback.*
- *Share your thoughts and ideas about how you would like to implement ideas/strategies into your teaching/practice.*
- *Pass your observation note to CPD Coordinator (Nicky - via email).*

Focus of observation e.g. Match of work, Shared and Guided Writing:

Learning from observation:

What I will implement in my practice:

Other Notes:



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