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Reach For The Stars

CPD Policy

Our Motto

Reach For The Stars

Our 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 UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

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 aims high**
- ★ **Teamwork:** 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**

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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 identity, 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 cooperation, sharing and mutual respect.

This policy supports the school in addressing all of the UN Convention on the Rights of the Child.

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

Examples of professional development include; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school development events attendance at courses, visits to other schools and distance learning etc.

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

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- 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 receive a planned induction (see *New Staff Induction Policy*). All staff are entitled to an annual appraisal through which professional development needs are identified to support negotiated targets for development. 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 A**).
- 2.5 Early Career Teachers (ECTs) are entitled to a specific programme of support and development. From September 2021, ECTs are entitled to a 90% teaching load, a mentor, an induction tutor and identified written targets based on regular observations. e.g. ECTs at Osmani are given Wednesday afternoons for professional development, in addition to their normal PPA time.
From September 2021, every school must follow a 2 year Full Induction Programme.

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.
- 3.2 The school will support a wide portfolio of CPD approaches in an effort to match interests, career development and preferred learning styles of staff and to maximise the impact on improving teaching and learning within the school. CPD opportunities can be internal or external to the school and can involve courses, in-school training days, observation of best practice, visits to other schools, distance learning, team teaching, coaching and mentoring, secondment, research opportunities, shadowing etc.

4 Health and Safety

- 4.1 All staff to receive appropriate health and safety training e.g. First Aid, Fire Safety Training. Such training will take place on school training days, online training or staff meetings whichever is the most appropriate.
- 4.2 Clear health and safety procedures form part of school induction for all staff.

5 Evaluation and dissemination

- 5.1 All professional development activities are monitored for their impact on school performance. Dissemination forms (**see Appendix B**) are completed on Lessons Learned (online tool) 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

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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.

- 5.2** The Professional Development Coordinator records all professional development undertaken in and out of the school. The Professional Development Coordinator prepares a termly update for the headteacher's report to governors. This informs the governors' annual report to parents.

6 CPD programme

- 6.1** 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 C**)
- 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/external 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
- external online training (during lockdown circumstances - e.g. Covid - 19) e.g. Open University free modules,
- school's, 'Training Package for new staff and those new to a year group,' (**see Appendix D**)

7 Appraisal as part of Performance Management

- 7.1** We apply the national appraisal model in the form of a performance management system to all staff in our school. Staff are encouraged to reflect on their objectives and through open and constructive dialogues identify areas of strengths and further support required. The aim is to help us improve through discussion, mutual agreement and reviewing priorities within the context of the school development and improvement plan. The outcomes of performance reviews help to

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set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

- 7.2 Senior staff attend training on Performance Management and robust systems are in place to ensure accountability is balanced with support and developmental mechanisms.

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

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Appendix A - Development Opportunities for Leadership

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>	<ul style="list-style-type: none"> Acting Head Manage a budget Lead improvements in learning and teaching SLT link to a phase. Attend DH/AHT Consultative Mtgs 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 	<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.

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	ALL CTs and TAs ATTEND WHOLE SCHOOL BOOK SCRUTINIES	<ul style="list-style-type: none"> ● LA succession planning Training ● External and internal coaching and mentoring 	
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 and increasing role in a 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 ● Take part in NCSL courses e.g. Leading from the middle ● Mentor an ECT/PGCE or GTP student ● NPQML/NPQSL ● Coaching 	<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.
Recently Qualified Teacher (RQT) 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 	<ul style="list-style-type: none"> ● Peer review & coaching ● Effective team leadership ● Appraisal meeting with HoP including Mid-Year Reviews.

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		<ul style="list-style-type: none"> • TLL work shadowing • Attendance at the PDC/other LA training. • Attend relevant meetings. • Acting phase manager role. 	
Early Career Teacher (ECT)		<ul style="list-style-type: none"> • ECT Induction programme (2 year programme -UCLExtend) – self-study and mentor sessions each Wednesday • Mentor support staff • Undertake school visits • Attend subject specific courses. • Shadow other teachers within the school. • Observe other teachers modelling key areas based on their CEDP and observation targets. • Identification of personal targets for development based on their CEDP. • 6 observations - x2 formal & x4 Informal (Progress Review) during ECT year. 	<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 	<ul style="list-style-type: none"> • Observation of other teaching assistants. • Internal and external courses • Appraisal meeting with HoP/PM including Mid-Year Reviews.

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		<p>HLTA – access to external coaching.</p> <ul style="list-style-type: none">● Interventions● Yr6 Booster Groups● Attendance at Weekly Phase Meetings.	
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Appendix B - Lessons Learned Online CPD Dissemination

My School CPD Dashboard

To add a CPD attendance log, click 'Add a CPD Attendance Log'. To raise a request to attend a CPD event, please click 'Raise a CPD Request'

[Add a CPD Attendance Log](#) [Raise a CPD Request](#)

Current CPD logs

You can filter these results by clicking on the column headers. To view or make changes to a log, click the 'view' button.

Start Date: End Date: Staff Member:

[Print PDF](#)

Page size:

36 items in 2 pages

Event Name	Name	Date From	Date To	Time	No. of Hours	Status		
Emergency First Aid Training	Taiwo Adeyinka	20/10/2017	20/10/2017	09:00	0.00	Completed	View	Delete
Display Training	Taiwo Adeyinka	13/10/2017	13/10/2017	09:00	0.00	Completed	View	Delete
Moving and Handling Training	Panna Akter	10/11/2017	10/11/2017	09:00	0.00	Completed	View	Delete

Appendix C - Peer Observation Form

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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Appendix D - Training Package for new staff and those new to a year group

All new staff

Name				
	<p>Prevent Training online</p> <p>https://www.elearning.prevent.homeoffice.gov.uk/la2/screen1.html</p>	<p>Safeguarding Assessment - online</p> <p>https://safeguarding.thekeysupport.com/online-safety/</p>	<p>CPOMS(Safeguarding)</p> <p>Penny (DHT)</p>	<p>Autism Awareness training - 25 mins</p> <p>Penny (DHT)</p> <p>https://cpd.thekeysupport.com/pastoral/autism-awareness/</p>
Tick				
	<p>Google teacher resources:</p> <p>https://edu.google.com/intl/ALL_uk/teacher-center/?modal_active=none</p>	<p>Google Fundamentals Training:</p> <p>https://skillshop.exceedlms.com/student/path/61212-certified-trainer-course</p>	<p>(Optional) Google Advanced Training:</p> <p>https://skillshop.exceedlms.com/student/path/61210-advanced-training</p>	<p>(Optional) Google Certified Trainer :</p> <p>https://skillshop.exceedlms.com/student/path/61212-certified-trainer-course</p>
Tick				

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CT & TAs in EY

Name					
	ETHcat	SStew	Observations	Tapestry	NELI
Tick					
	New framework	General TA duties (Kaissa)	Outdoor provision	First Aid Training	Food Hygiene
Tick					

CT and ECTs

Name						
	Guided Reading	Phonics	Feedback and Marking	Planning and Assessment Tool (PATs) & using the Assessment Tracker	Big Writing/Big Maths	PM Benchmark
Tick						

TAs in KS1

Name							
	Colourful semantics (SALT)	Phonics	Feedback and Marking	Guided reading	PM Benchmark	NELI	General TA duties (Kaissa)
Tick							

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TAs in KS2

Name					
	Phonics	Feedback and Marking	Guided reading	PM Benchmark	General TA duties (Kaissa)
Tick					

LSA

Name					
	Phonics	Feedback and Marking	Guided reading	PM Benchmark	General TA duties (Kaissa)

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