

Eastwood Park Academy Trust

EPAT

Believe Succeed Together

CPD Policy

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1.0 Introduction to Continuing Professional Development (CPD)

The Trust is a 'learning community' where all staff are involved in a continuous process of improvement and enrichment. It is committed to fostering a positive climate for continuous learning and believes that a coherent and progressive opportunity to develop professionally and personally, improves standards, raises morale through personal and professional fulfilment, and assists recruitment and retention.

2.0 CPD Provision and Entitlement

The CPD provision across the Trust allows staff to access CPD which is not only suitable and appropriate to their level of experience, job role and responsibilities, but also provides opportunities to satisfy their performance management objectives.

All staff will be entitled to CPD provision in line with the Trust's Equality Policy.

3.0 CPD Lead

Each constituent academy will have a CPD Lead who is responsible for:

- Identifying and prioritising the academy's CPD needs. Such needs will be identified largely through existing mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.
- Discussing with the Principal the main CPD priorities and the likely budgetary implications of addressing these needs.
- Deciding whether requests for accessing CPD can be reasonably granted.
- Ensuring that appropriate opportunities are provided for all groups of the academy community.
- Ensuring that providers are of sufficient quality.
- Ensuring that staff have the opportunity to feedback the effectiveness of the CPD provision through on-line questionnaires, review group meetings etc.

4.0 CPD Provision

CPD can take many forms which include:

- INSET using the expertise available within the Trust e.g. collaborative teaching, planning and assessment, team work, classroom observation, group evaluation, collaborative enquiry, problem-solving and modelling.
- Coaching and mentoring.
- Job enrichment/enlargement e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing and leading meetings.
- Producing documentation or resources such as policy compilation, curriculum development, teaching materials and assessment packages.
- Accessing an external consultant/adviser or relevant expert.
- Master classes, model and demonstration lessons.

- Attendance at a lecture, course or conference.
- External visits to observe or participate in exemplar practice.
- Secondments, exchanges and placements e.g. within a regional or national organisation, an exchange or placement with another teacher, school, higher education, industry, international exchange, involvement with Local Governing Body etc.
- Postgraduate professional development (and other qualifications from HE institutions) and other forms of professional recognition and qualifications such as NPQML and NPQSL programmes.
- Research opportunities.
- Distance learning e.g. relevant resources such as educational journals and publications, training videos, reflection and simulations.
- Practical experience e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network and involvement in local and national networks.
- External partnerships e.g. with a colleague, group, subject, phase, activity or school-based team meetings and activities such as joint planning, observation or standardisation, special project working group etc.

5.0 Accreditation

In all cases, staff will be formally accredited for any CPD undertaken. This is likely to include one or more of the following:

- Certificate of attendance.
- Certificate of competencies.
- Formal, professional qualifications e.g. NPQH; NPQSL; NPQML.
- Updated CPD Record Sheet /Professional Development Portfolio.