



ST MICHAEL'S CATHOLIC COLLEGE CPD POLICY 2025 - 27

St Michael's Catholic College is a learning community where all are involved in a continuous process of improvement and enrichment. We are committed to fostering a positive climate for continuous learning amongst our community.

CPD is the means by which the College is able to motivate and develop its community. It does so at a variety of levels – individual, team, whole College and through wider networks with an emphasis on collaborative learning.

The central features of this policy comprise effective auditing and identification of need and aspiration, ensuring appropriate match of provision to the individual, reliable and explicit evaluation of the impact of provision and the effective dissemination of good practice to ensure that it is embedded and reinforced.

Principles and Values

At St Michael's Catholic College, we adhere with the DFE philosophy that *“High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching”*. We believe that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment as well as assisting recruitment and retention.

Research tells us that effective CPD:

- Is planned, personalised, sustained, collaborative and evaluated;
- Models effective learning and teaching strategies;
- Is supported by coaching and mentoring;
- Involves individuals in their own identification of need;
- Uses specialist input;
- Reflects a whole school ethos where all staff take responsibility for CPD;
- Has a clearly defined role for the CPD leader; and
- Is integrated with school development.

All staff and governors have an entitlement to access high-quality induction and continuing professional development. All members of the College community will have opportunities

through performance management, line management and through other mechanisms to discuss their professional development needs.

The central emphasis is on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement through evidence-based research.

CPD planning will be informed by Performance Management and inextricably linked and integrated with the College's improvement plan, based on a range of information:

- The needs of the College as identified through its self-evaluation;
- Issues identified through internal monitoring, OFSTED and other external agencies who work with us;
- National and Local priorities
- Feedback from staff and others including governors, pupils and parents.

The College will have effective measures in place to audit the professional and personal needs of staff which link clearly to its self-evaluation and performance management systems. The College will endeavour to source the provision of CPD according to the best value principles of comparison, challenge, consultation and competition.

Leadership, Implementation & Management of CPD

The Principal along with a designated member of SLT are responsible for identifying the College's CPD needs and those of the staff working within it.

The designated member of SLT is responsible for holding annual discussions with the Principal and Governing Body to review the main CPD priorities and the likely budgetary implications of addressing these needs.

CPD issues will be addressed at governing body meetings and be included as part of the Principal's report. The designated member of SLT will provide reports on the provision and impact of CPD as appropriate.

The College ensures that there are robust, transparent arrangements for accessing CPD that are known to all staff.

Performance Management target setting and mid-year review meetings will be used for discussions between staff and their line manager to discuss the following within the context of College priorities:

- Identifying any CPD needs of staff so they link directly to their performance management targets;
- Methods of accessing CPD provision including appropriate funding;
- Accreditation opportunities;
- Ways of disseminating the training to ensure CPD has the necessary impact
- Line managers will then complete the CPD section of the performance management paperwork which will then be reviewed by the Principal and Vice Principal.

Planning for Effective CPD

The College's arrangements for CPD need to balance use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision-making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- Meet identified performance management targets and College improvement priorities;
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision;
- Help raise standards of students' achievements;
- Are provided by those with the necessary experience, expertise and skills;
- Are based on current research and inspection evidence;
- Make effective use of resources, particularly ICT;
- Provide value for money;

Supporting CPD across the College

The College will support a wide portfolio of CPD approaches in an effort to maximise the impact on teaching and learning within the College. These CPD approaches will include:

- Attendance at a course or conference;
- In-house training using the expertise available within the College, e.g. modelling teacher group, lead practitioners, learning community meetings;
- In-house training using the expertise of guest speakers and experts;
- Training using the expertise available within the Catholic Schools Partnership and London South Teaching Hub e.g.: ECT program/School Direct training days, SLE master classes, Middle Leader training and joint inset.
- College-based work with an external consultant/adviser or other relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons;
- Observation or participation in good and successful practice, e.g. visit to school/College or subject area with similar circumstances;
- Opportunities to participate in award bearing work from higher education or other providers such as NPQs, SSAT, IoE or Leading Edge;
- Research opportunities, e.g. a best practice research scholarship;
- Distance learning and time for reflection;
- Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
- Job enrichment/enlargement, e.g. a higher level of responsibility, acting roles, shadowing;
- Producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT resources;
- Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activities;
- Partnerships, e.g. with a colleague, group, subject, phase, activity or school/College-based; team meetings and activities such as joint planning, observation or standardisation, special project working group;
- Creating an improved learning environment within the College.

Recording and Dissemination of Information

Following professional development, staff will disseminate skills and information to other staff in the most appropriate way.

The designated member of SLT will update records regularly and accurately of the training undertaken by colleagues and advise the appropriate bodies where there are issues of equality of access and involvement.

Monitoring and Evaluation of the policy

CPD will be regularly monitored and evaluated by the Principal and the effectiveness of CPD will be monitored by the Governors' Staffing Committee using information and analysis provided by Ms Corcoran and the designated member of SLT responsible for CPD.

This CPD policy will be reviewed biannually by the Governing Body.

July 2025



Signed:

Date: 25/09/25

Chair of the Governors

Review Date: 2027