

## Principles

High quality professional development focuses on improving students learning and outcomes. NCG has a strong commitment to ensuring continuing professional development encompasses a wide range of activities for college staff, which adds to their professional knowledge and enhances their professional skills. It is an integral part of NCG culture that promotes and supports career structures.

### **All CPD provided by the college should, where possible:**

- Be relevant to the needs of students
- Challenge and support teachers to raise the quality of their teaching
- Motivate and inspire
- Involve a spectrum of opportunities from external accredited courses to self-study
- Involve opportunities for individual learning
- Include opportunities for collaborative learning
- Involve peer support and coaching
- Bring about improvement and make a difference to students with SEN and disabilities
- Have its impact monitored and evaluated
- Be inclusive for all staff.

## Commitment

Individual members of staff should:

1. Seek out and make the most of professional development opportunities available to help make sure that students receive the best and most appropriate education possible.
2. Reflect on their own practice to determine strengths and areas for development
3. Document those reflections to contribute actively to performance management, through maintaining a professional development record or portfolio
4. Seek out and utilise new thinking, ideas and technology relevant to their roles
5. Support colleagues in achieving high professional standards

NCG will provide:

- Leadership of professional development by a senior member of staff (the CPD Co-ordinator)
- Induction procedures for all staff
- Close links between performance management procedures, the identification of professional development needs and how those needs are to be met
- Planned arrangements for CPD which reflect NCG needs, national and local priorities and the professional development needs of individuals

## CPD Policy

- A wide range of college -based, local and national opportunities for professional development
- Clear identification of staff development activities in the college and department improvement plans
- Encouragement and support for the maintenance of a portfolio of professional development
- An agreed budget allocation for professional development activities for all staff
- Opportunities for staff who wish to do so to seek accreditation for their professional development
- Effective means of disseminating professional learning to those staff for whom this is appropriate
- Robust quality assurance to monitor the quality of provision, ensure best value and evaluate the impact of CPD activities on standards and the quality of learning and teaching

### **IDENTIFYING CPD NEEDS**

The CPD Co-ordinator shall provide information on the range of CPD opportunities available and is responsible for communicating relevant opportunities to appropriate staff. The information will be kept updated and made accessible to staff.

The opportunities available will only be offered if they:

- are based on good practice – in development activity and in teaching and learning
- help raise standards of pupils' achievements
- respect cultural diversity
- are provided by those with necessary experience, expertise and skills
- are based, where appropriate, on relevant standards
- provide value for money
- have effective monitoring and evaluation systems

### **EVALUATION**

Following professional or other development, the participant will discuss with the CPD Co-ordinator the opportunity to inform the relevant staff about what was learnt. Relevant feedback about the provision and the ideas should be given to the CPD Co-ordinator. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Co-ordinator will be responsible for organising that, e.g. circulating relevant resources, a session at staff or subject meeting, introducing a teaching or learning strategy

The CPD Co-ordinator will review annually whether any aspects of the CPD provision do not represent value for money and make appropriate recommendations.

The CPD Co-ordinator shall be responsible for assessing the value for money aspect of CPD through the monitoring and evaluation of the impact on the school community. This will be undertaken at a variety of levels including:

- immediate/short term evaluation by participants
- longer term follow up undertaken usually at a period no less than 6 months following the provision
- informal discussion with colleagues about improved practice