

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	November 2017	Next scheduled review	September 2024
Governor approved	September 2023	Key person/people	DHT
Model Policy		Model localised	Yes
Pupil leadership team review	✓/✗ / NA	Rotherly Day Nursery variations in policy	Yes /✗

CONTINUOUS PROFESSIONAL DEVELOPMENT

Principles

The Westgate School is a community of learners where partnerships inspire success for all: learning together, achieving excellence.

At The Westgate School we will:

- Ensure that all colleagues in school have the opportunity to develop the skills, knowledge and attributes necessary to successfully fulfil their designated role, and raise standards of pupil achievement.
- Meet the developmental requirements of the School Development Plan (SDP, AIP), Self-Evaluation Form (SEF), Specialist Team Improvement Plan and National Development priorities
- Provide opportunities for individual career development.
- Support colleagues in meeting and exceeding the National Standards.
- Support colleagues in utilising their Framework for Professional Learning effectively.

Requests by teachers for professional learning should be made to the Deputy Headteacher for Teaching and Learning or, Assistant Headteacher in the case of the support team (IPP).

The professional development of employees in the nursery will be led by the Nursery Manager, in liaison with the Head of Primary Phase. All employees of the nursery will receive monthly safeguarding training as well as attending bespoke courses suitable for the setting as offered by Hampshire's Early Years team.

Practice

Strategies include:

- CPD at The Westgate is intrinsically linked to Performance Management, known as The Framework for Professional Learning (FPL).
- There is an Annual Framework for Professional Learning (PM) cycle for teaching colleagues and Individual Performance Planning Cycle for support colleagues – both are aligned to school priorities.
- The identification of individual, team and whole school training needs.
- School Strategic Planning includes Professional Learning.
- A minimum of 25 hours (pro rata) of Professional Development.
- Early careers teacher (ECT) induction and training programme.

- Coaching observations for colleagues considering applying for UPR.
- Two-year ECT programme.
- Induction programme for all new colleagues.
- ITT programme including School based training.
- Support for mentors.
- Coaching programme for colleagues returning from parental leave.
- Coaching programme for new teachers joining the school.
- Coaching and CPD for leaders new to the role.
- Timetabled (twilight) workshops and Professional Learning days.
- Cross-curricular working groups.
- Peer observations.
- Self-evaluation.
- Links with Higher Education and support for apprenticeships and NPQ qualifications.
- Bespoke professional learning.
- Teaching School Alliances.
- Links with partner primary schools.
- Links with preschools and early years settings including a moderation hub.
- Pedagogy Board to facilitate sharing of practice.
- Opportunities for Joint Practice Development.
- The SENDCo lead and lead for Children Looked After in the Nursery will have half-termly link meetings with the Primary Phase SENDCo and Designated Teacher for Children Looked After in the school. The nursery manager and Head of Primary Phase will ensure that all aspects of nursery provision are covered by a designated colleague in the nursery including: a colleague leading on the physical environment, a colleague taking the lead on the curriculum and, on equalities and diversity – all supported by weekly meetings with the EYFS leader in the school.

SLT members responsible for Professional Learning and Performance Management will:

- Oversee management, recording and co-ordination of all Continuous Professional Learning.
- Monitor individuals/areas/groups against agreed standards.
- Maintain a record of all colleagues' training and development, including observations of lessons.
- Track progress of colleagues' Framework for Professional Learning and Individual Performance Planning statements, and ensure that deadlines are communicated to all colleagues.
- Link training and development to the SIP, SEF, Faculty/Subject Improvement Plan, Local Authority and National priorities.
- Adapt the professional learning programme to meet the individual needs of colleagues as well as the School's priorities.
- Raise awareness of opportunities for continued development.
- Ensure appropriate colleagues meet necessary Health & Safety and Safeguarding requirements.
- Keep Governors apprised of Continuous Professional Learning in school.
- Support colleagues with the application process for UPR (Upper Pay Range).
- Ensure that Middle Leaders support and lead their teams with ongoing Professional Learning.

Line Managers will:

- Prioritise Professional Learning.
- Communicate training opportunities to SLT.

- Ensure the training and learning of all colleagues for whom they are responsible
- Ensure legal obligations are fulfilled.
- Be responsible and regularly discuss and review the Framework for Professional Learning or IPP portfolio with each team member.
- Facilitate activities such as co-teaching or planning.
- Use workshops and meeting times as opportunities for Professional Learning.
- Ensure that trainee teachers, ECT and new colleagues are appropriately supported.
- Undertake at least one Framework for Professional Learning lesson observation for each person as per the Quality Assurance Cycle.
- Support reviewees to achieve targets.
- Contribute to the Upper Pay Range assessment process of colleagues and ensure that those in the Upper Pay Range are able to demonstrate sustained and substantial contributions.

Teachers and Support Colleagues will:

- Take responsibility for their own professional learning.
- Maintain their Framework for Professional Learning portfolio and present to governors for the annual pay committee as per the calendared process.
- Identify areas for personal and professional development affecting teaching and learning/ working practice.
- Liaise with line manager and SLT link about development opportunities.
- Participate in (and contribute to) all Professional Learning and in-house training as appropriate.
- Take opportunities to share expertise with colleagues including participating in co-teaching and pedagogy board.
- Ensure legal obligations are met through appropriate training.
- Engage with professional learning opportunities offered.
- Demonstrate high levels of reflective practice and professional generosity in supporting others and the school.

Rotherly Day Nursery variations include:

Regular professional learning sessions EYFS – led by EYFS specialist provision.

Opportunities/expectation to participate in ‘Apprenticeship programmes supported with a mentor.