



Special Partnership Trust



CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICY

Date Last Reviewed: September 2022

Review Date: September 2025



Special Partnership Trust

This policy should be read in conjunction with the policies/processes held by the school/Trust which will include the Performance Management policy, School self-evaluation policy, MAT SEF framework School Improvement Plan, Governors monitoring policy, the standards for Teachers' professional development and associated job descriptions for all staff within our Trust.

The Special Partnership Trust Professional Development vision:

Our Special Partnership Trust (SPT) values all of the people who work within it. We believe through our vision and the strategic aims identified it is our intention to enable our children to reach their highest level of personal achievement and educational potential. If we are to achieve these, we acknowledge there is an informed need to invest in our school work force and that all staff has a part to play in developing skills, knowledge and understanding of special educational needs to ensure effectiveness of provision/outstanding practice.

To secure this, we will create/develop a Trust wide collaborative model which enables colleagues to share best practice and enhance skills set across our schools modelling our practice which works towards the Standard for teachers' professional development published by the DfE July 2016.

We additionally recognise the quality of teachers and leaders is the most important factor in improving educational standards for children; gathering intelligence via the performance management process and feedback received (impact) from training attended/delivered we can determine our CPD offer for all staff in developing/delivering:

- Continuous professional development (CPD) for all staff
- Leadership, Management & Governance development
- School to school support
- Develop community volunteers
- Key priorities through the Trust plan looking towards external parties to enhance our provision and practice

This vision will make a significant contribution to the Trust's overall vision, ethos and values in addressing two strategic aims; the strategies for delivering such aims are outlined in the Trust Development Plan.

Aims:

1. To improve the recruitment, retention and quality of the workforce

The Trust will proactively develop continuous professional development for all staff to improve the recruitment, retention and quality of the workforce by:

- Developing retention and recruitment strategies for all staff
- Supporting and developing School Centred Initial Teacher Training (SCITT) provision, while encouraging higher education providers and other MATS to work in partnership with the Trust to further improve our/their own programmes of training
- Developing Trust training materials and decide strategically which staff attend professional courses determining how skills obtained can be cascaded across the Trust and lead to development of succession planning/distributed leadership
- Continuing to develop succession management strategies and create future programmes to meet priorities, including; Teaching Leaders, Future Leaders and identifying and retaining talented staff/practitioners
- Accessing Early Career Teacher (ECT) induction processes for teachers and develop opportunities for apprenticeships
- Demonstrating rigor in upholding high standards of professional conduct through our regulatory role, taking appropriate action in cases of the most serious allegations of professional misconduct
- Supporting schools across the Trust to help each other to improve

2: To support schools across the Trust to help each other to improve, we will:

- Develop networks of high-quality school-to-school support; this support will range from school improvement work with schools within and outside of the Trust
- Work with other MATs and the LA to develop delivery partnership and the sponsorship of schools in more serious difficulties
- Find local solutions to particular challenges, the Trust will do everything possible to remove any barriers in the way of a developing a Trust needs-led system
- Contribute to action research which ensures the school led pedagogy meets the needs of the school population
- Apply for any grants/additional funding opportunities which helps our schools to respond to/develop innovative practice which can be cascaded across wider communities

The Special Partnership Trust will additionally develop effective partnerships with One Cornwall (Teaching School Hub) and Cornwall Associate Research School . The Trust will enable schools to broker support from high quality school leaders and teachers to maintain high-quality continuous professional development, inform succession planning, provide support for other schools and join research projects which can underpin evidence-based practice.

The Special Partnership Trust CPD offer:

This policy serves all of the schools/ARBs (Area Resource Base) within our Trust; it identifies the strategic aims for the professional development of staff which will impact upon daily practice across our provision. All schools/ARBs within our Trust work within the agreed aims and CPD strategic framework; working collaboratively the Trust can ensure the professional development of staff further secures effectiveness of provision. All schools/ARBs will therefore operate under this policy.

Our programme of Continuing Professional Development (CPD) recognises and develops the contribution that all adults can make to school improvement basing these on 5 aspects to meet the needs of the Trust and people within it. Appendix A

We recognise that expenditure on the professional development of teachers and other staff is critical to and directly related to raising standards in the classroom; as a result, there will be a direct correlation between SPT/school-based expenditure and impact upon improving outcomes for our pupils via effective CPD offered.

This policy provides the framework to secure the work-force are supported and professionally developed to enable them to undertake their roles and responsibilities to the highest degree. This policy will also take into consideration the standards for Head Teachers, Teachers' professional development, the Teacher standards, teaching assistant standards and Higher-Level Teaching Assistant standards and job descriptions of the remaining workforce. (DfE CPD standards July 2016).

Effective professional development is a partnership between the:

- Trust self-evaluation policy and planned SPT/school improvement identified from it
- The SLT in each of our SPT schools and the Governors/Trustees
- Teachers and class teams
- The Trust and providers of professional development expertise, training or consultancy

In order for this partnership to be successful we ensure all Professional Development will:

- secure effectiveness within each of our schools/ARBs within the 5 CPD aspects identified meeting the development needs of the school and all workforce within it
- be prioritized as needs led by the school leadership team at a local school level
- have a focus on improving and evaluating pupil outcomes sustaining this over time
- meet changes imposed on the Trust via national, regional, Special Partnership initiatives
- meet the aspirations of staff in terms of professional and personal interest /research which will be beneficial to the school/pupil cohort
- meet statutory compliance within safeguarding
- ensure the Trust remains compliant within all policy documents/protocols associated with Personal Development, Behaviour and Welfare (e.g. – Team Teach, medication training, moving and handling)

- support the implementation of any advice and guidance received by transdisciplinary teams
- be underpinned by robust evidence and expertise within practice demonstrated
- meet the development needs of the Local Governing Body/Trustees/Members

Aims:

The aims of our Trust CPD offer will:

- focus on pupil outcomes and provide value for money
- make training practical and relevant for the Trusts work force
- support the development of innovative practice
- encourage collaboration between staff within each of our schools/ARBs, Special Partnership Trust and the wider teaching community including One Cornwall
- sustain learning through informed coaching and mentoring (e.g. – lesson observation outcomes, dialogue which focuses upon the development and impact of school improvement initiatives, development of individual skills determined via the performance management process) with a view to share outstanding practice across our schools
- develop fields of expertise which can be shared/cascaded across the workforce – partnership with other MATS and Universities when applicable
- provide an informed response to succession management/leadership
- provide opportunities for effective networking
- strengthen collaboration within transdisciplinary teams
- strengthen safeguarding practice which secures compliance

Entitlement:

All staff our Trust are entitled to professional development opportunities; these opportunities are linked to local and national priorities and will include:

- The School Improvement Plan/MAT SEF
- Performance Management Programme
- DfE guidance for newly qualified teachers/HLTAs
- Development of the HLTA/teaching assistant standards

The Trust will ensure that all staff, governors and Trustees have equality of opportunity, without discrimination, in seeking the highest level of personal achievement through our planned Continual Professional Development opportunities.

All staff receives a planned induction programme as outlined in our Induction Policy/Staff Pack; such information is provided to students on work experience, volunteers to the school and supply staff /teachers from external agencies.

All teaching staff (including the Senior Leadership Team), HLTAs, teaching assistants and office staff are entitled to and receive an annual appraisal so that professional development needs can be identified, and negotiated targets can be supported. Similarly, support staff have been introduced to an annual performance review through 'teaching team' targets and

personal targets which have been identified through lesson observations undertaken by senior/middle leaders to develop their practice in supporting pupil outcomes within their class group. The Head Teachers Performance Management is managed by the CEO of the Special Partnership Trust, Chair of Trustees and the Chair of the Local Governing Body in each of our schools.

The SPT recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum/champion area expertise; at a school level this is led by the Head Teacher of the school as identified in the roles and responsibilities document discussed/presented to the LGB at the beginning of each academic year. At a Trust level the Leadership Team will lead the strategic Trust wide developments determined via the SPT development agreed by Trustees.

Early Career Teachers) are entitled to a specific programme of support and development in the first year (terms 1-3) of induction, an ECT must receive 10% off timetable time – and in the second year (terms 4-6) they must receive 5% off timetable in line with the Early Career framework (ECF);

New governors will be eligible for the National Training Programme for New Governor, as organised by the SPT. We will also support our governors with training linked to the audit/assessment of the competency framework for governors. Safeguarding is a crucial element for any LGB; all members of the governing body will receive training as outlined within our safeguarding policy document.

The Governing Body have agreed that each Governor is entitled (and encouraged) to attend up to 3 training sessions per year, with approval by the Chair of Governors or Head teacher.

CPD Records:

The Trust is working towards a single, performance management HR system, which will capture staff details, safeguarding, contractual arrangements, performance management and CPD information.

Prior to the centralisation system being introduced, the Trust ensures that staff CPD records are kept up to date with such information being recorded at a school level.

Racial equality:

All members of staff are entitled to appropriate training which will enable them to play their full part in ensuring that our school not only promotes racial equality but also recognises cultural diversity.

5 aspects of CPD: APPENDIX A

The SPT has identified the following strands to deliver CPD which:

- Supports the development/implementation of the key targets identified within the School Improvement Plan (SIP) agreed by the Local Governing Body (LGB) and outcomes identified via the SPT MAT SEF (if/as appropriate)
- Addresses the safeguarding training needs required by the Trustees, LGB, staff and volunteers
- Addresses the professional development needs of staff which enables them to uphold their roles and responsibilities and inform succession planning
- Enables the Trust to secure value for money which evidences impact on outcomes for our learners
- Upholds the aims of our CPD commitment as agreed with the Trustees of our Special Partnership

STRAND	RATIONALE	IMPACT
SIP TARGETS	SIP Targets may fall outside of the SPT development plan identified following individual school self-evaluation or recommendations from School Improvement visits	School improvement addressed in an informed way - <i>staff skills, knowledge and understanding secures effectiveness within daily practice; QoTQoL remains outstanding/never less than good across the school</i>
CORE/SAFEGUARDING	Secures compliance in each of our schools within training requirements to ensure the work force is able to fulfil their roles and responsibilities	All safeguarding policies/practices implemented – all pupils remain safe Staff demonstrate compliance through informed means Monitoring of safeguarding remains effective
PROFESSIONAL NEEDS/STAFF	CPD needs will identify SPT/whole school/individual training requirement and further inform succession planning/distributed leaders	Informed CPD identifies development needs of staff to inform succession planning Informed delivery of maths; all pupils make at least the expected progress Assessment policy/systems inform practice and informs next steps – all pupils make at least the expected progress over time

LGB	Identified through the audit of the competency framework undertaken yearly	Development plan secures continued effectiveness of governance Safeguarding training ensures effectiveness of monitoring within safeguarding practices
SPT STRATEGIC	SPT aims identified by strategic leads and approved by Trustees which ensures the organisation remains effective and impacts positively on outcomes for all learners	Equality of opportunity afforded to senior/middle leaders and school work force Collaboration between schools secures evaluative judgements of what pupil progress/improved outcomes looks like over time (all cohorts/ages)

Evaluation and dissemination:

All professional development activities are monitored for their impact on school performance using the impact statements agreed via the 5 CPD strands identified. CPD post course evaluation forms are completed by the Trust work force as required and returned to the professional development coordinator in each of our schools/ARBs (Area Resource Base) after the training opportunity. A member of the administrative team records all professional development undertaken in/out of our schools; the CPD lead evaluates all training compiling a report on impact sharing this with the HT to inform the HT/Trustee report each term.

APPENDIX B

The evaluation forms for teachers/support staff focus upon the training/quality of training received, how it will be disseminated and the intended impact within each/any of the five CPD aspects identified. Where relevant, feedback from training will be provided through whole school meetings, teachers meetings, INSET days or twilight sessions to ensure all information is shared with the relevant teachers, TA's, Trustees, governors, parents and wider professionals to maximise impact on student outcomes across the school/Special Partnership Trust. **APPENDIX C**

Strategic Evaluation:

It will be the responsibility of the strategic lead for CPD to monitor the progress within the strategic aims of the SPT development plan agreed by Trustees. Working collaboratively with project leads/team members, the lead can determine how planned improvements further equipped the Trusts work force with the necessary skills, knowledge and understanding to improve outcomes for all learners therefore fulfilling the ultimate aims of leading a culture for improvement through the creation of sustainable CPD systems.

School based CPD programme:

Additionally, the Trusts CPD entitles staff to attend a wide range of development opportunities identified through the day to day running of the school/ARB via:

- Staff induction
- Whole school training
- Staff/whole school meetings
- Staff/Governor training
- Visits to other schools/providers
- Paired lesson observations/learning walks including moderation/review of pupil work
- Coaching/mentoring from SLT via the performance management process (see below)

Course attendance:

Through the examination of the SIP, Performance management process, development of middle leaders or in relation to succession planning each of our schools identifies the following CPD opportunities:

- Course/conference/seminar attendance
- Nationally accredited courses – e.g. – NPQH
- Placements/secondment
- Membership of local/regional networks/professional associations

Performance management

Since September 2000, performance management has been an entitlement for all teachers, including the Head Teacher. The aim is to help teachers improve, by agreeing and reviewing priorities within the context of the School Improvement Plan and in relation to the Teachers standards. The outcomes of performance reviews help to set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

Performance management will additionally focus on the development of HLTA/Teaching Assistant standards to secure an informed approach to the development of the teaching teams within our SPT; this is achieved through class visits, lesson observations and the identification of targets for teams/individuals (please refer to the SPT pay and performance management policies).

Outreach:

The Special Partnership Trust offers an outreach service across the county to support the Trusts vision. This provides opportunities to work together to ensure the best possible learning experience and outcomes for SEND pupils across the county by sharing ideas, strategies and learning opportunities. All outreach details are published upon the

Trust/school web-site; the outreach officer of our Trust is responsible for the organisation of all outreach, managing referrals and evaluating our service.

Role of the strategic CPD lead:

The CPD lead within our partnership will uphold the strategic aims identified via our Trust development plan; they will additionally:

- To secure effectiveness of Leadership and Management across the Trust within all aspects of CPD
- To secure accountability for the delivery of the Trust Plan agreed by Trustees
- To accommodate any additional recommendations/requirements made following SIP school-based visits/Ofsted outcomes
- To respond to local/national initiatives in securing effective outcomes in accountability frameworks
- Work collaboratively with the project leads/project groups in addressing the strategic aims identified within the Trust plan
- Provide comprehensive reports/summative review to our Trustees in the evaluation of achievements within the strategic aims/key performance measures identified via the SPT development plan to Trustees (through such self-evaluation the Trust is able to determine future priorities to inform strategic aims)
- Become the conduit for all CPD between the Trust/external providers
- Lead any applications in relation to Teaching schools/school networking opportunities which will provide benefit to our Trust

Role of the CPD co-ordinator in each of our schools:

The CPD coordinator will:

- Ensure the school maintains/adheres to all compliance measures within training determined by policies including safeguarding policies across the school (e.g. – Team Teach, Moving and Handling)
- Work collaboratively with colleagues within our Special Partnership/wider community (e.g. – health) to ensure CPD fulfils wider school aims/developing staff skills, knowledge and understanding
- Ensures the staff CPD training log is up to date, recording all training undertaken scrutinising this for impact upon school development/outcomes for pupils
- Keep abreast of national/local initiatives which will impact upon staff training needs bringing these to the attention of the Head Teacher/Trust CPD lead
- Discuss staff requests for training outside the School Improvement Plan (individual research/action) which will bring value to the school/Special Partnership with the Head Teacher/Trust CPD lead
- Using the agreed Head Teacher report template provide information for comprehensive reporting to the Local Governing Body/Trustees on the CPD developments within the school/Trust and impact in supporting pupil outcomes
- Working collaboratively with the Trust Chief Finance Officer determine within the realms of the Trust development plan the budget allocation

CPD budget setting/monitoring:

The funding required for effectiveness within CPD is distributed through two strand:

- Trust led
- School led

Trust led:

The Trust holds the budget for all CPD relating to the strategic aims identified within the development plan – e.g. – development of curriculum areas. The role of the finance officer will include evaluating with the strategic leads the amount of CPD expenditure which will be required to ensure the strategic aims are achieved.

School led:

The Trust determines and sets the budget required to ensure that each school/ARB and its workforce meets the needs of the learners and all compliance measures within core practice – e.g. – safeguarding, moving and handling team, management of medical conditions and associated training required, team teach etc. The school will additionally ensure that the work force is equipped to contribute to the operational running of the school is effective – e.g. – mini-bus training for named staff.

Through each school's self-evaluation framework additional CPD may be required – e.g. – development of the MOVE programme; such developments may also be identified by the visit/report received from the School Improvement Partner/external quality assurance providers (Ofsted). In light of this information the Trustees will identify the CPD required/budget to support.

Policy review arrangement

This policy will be reviewed every two years or in line with an additional advice and guidance the school receives within any aspect of the Continuing Professional Development standards which will impact upon the school/Special Partnership Trust.

APPENDIX A

SPT CPD within the 201X – 201X academic year aims to:

- Support the development/implementation of the CORE/STRATEGIC key targets identified within the SPT development plan and School Improvement Plan (it/as required) agreed by the Trustees of our Special Partnership Trust
- Address the safeguarding training needs required by the school work force, Governors and volunteers to secure compliance
- Address the professional development needs of staff which enables them to uphold their roles and responsibilities and inform succession planning
- Enable each of our schools to secure value for money which evidences impact on outcomes for our learners
- Uphold the aims of our CPD policy as agreed by the Trustees

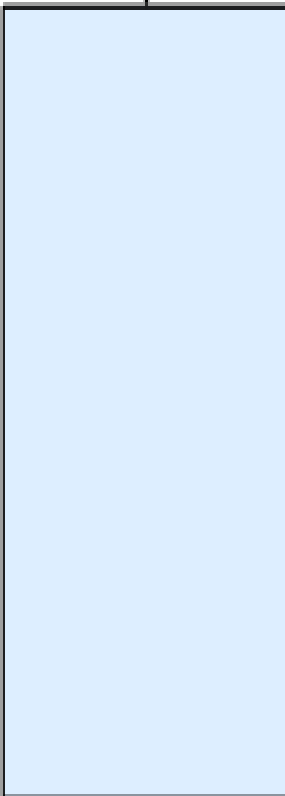
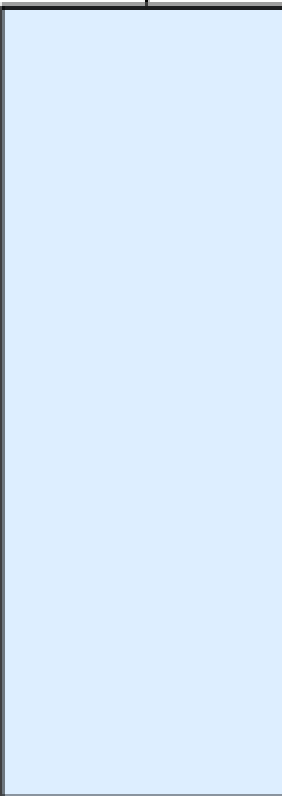
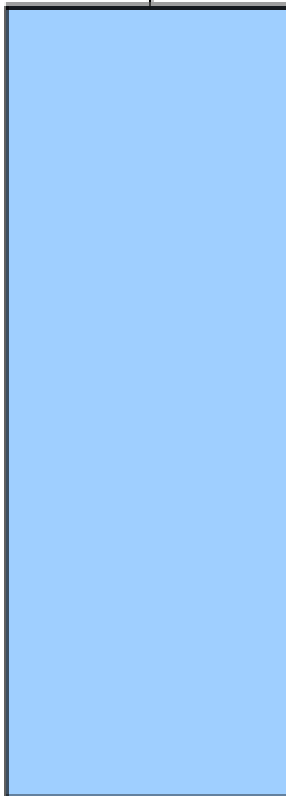
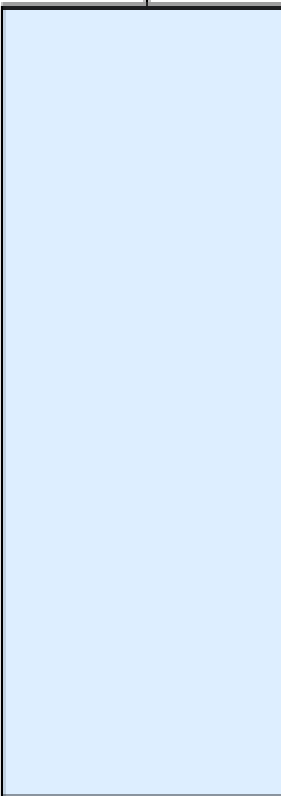
SIP Targets - SIP Targets may fall outside of the SPT development plan identified following individual school self evaluation

CORE/Safeguarding – Secures compliance in each of our schools within training requirements to ensure the work force is able to fulfil their roles and responsibilities

Professional needs/staff – CPD needs will identify SPT/whole school/ individual training requirement and further inform succession planning

LGB Identified through the audit of the competency framework undertaken yearly

SPT/strategic - SPT aims identified by strategic leads and approved by Trustees which ensures the organisation remains effective and impacts positively on outcomes for all learners



Budget allocation: EXXXX

Budget allocation: EXXXX

Budget allocation: EXXXX

Budget allocation: EXXXX

Budget allocation: EXXXX

IMPACT:

School improvement addressed in an informed way - staff skills, knowledge and understanding secures effectiveness within daily practice; QoTQoL remains outstanding/never less than good across the school

IMPACT:

All safeguarding policies/ practices implemented – all pupils remain safe
Staff demonstrate compliance through informed means
Monitoring of safeguarding remains effective

IMPACT:

Informed CPD identifies development needs of staff to inform succession planning
Informed delivery of maths; all pupils make at least the expected progress
Assessment policy/systems inform practice and informs next steps – all pupils make at least the expected progress over time

IMPACT:

Development plan secures continued effectiveness of governance
Safeguarding training ensures effectiveness of monitoring within safeguarding practices

IMPACT:

Equality of opportunity afforded to senior/middle leaders and school work force
Collaboration between schools secures evaluative judgements of what pupil progress/improved outcomes looks like over time (all cohorts/ages)



Special Partnership Trust

Appendix B:

CPD Impact summary 201X – 201X	
This summary data has been obtained via our SPT in-house course evaluation form collated at the end of each CPD/training session. Where external summary sheets have been obtained the CPD coordinator will identify staff feedback/impact to the commentary box found within CORE and STRATEGIC CPD	
School:	Term:

CORE CPD: Core CPD secures compliance in each of our schools within training requirements to ensure the workforce is able to fulfil their roles and responsibilities.

STRATEGIC CPD: Strategic CPD is identified via the Trust development Plan, focusing upon professional development opportunities required to ensure the organisation remains effective within the changing educational landscape and impacts positively on outcomes for all learners

Impact: Impact is measured by staff members using the agreed evaluation categories:

Excellent: Clearly informs/underpins effective practice which significantly impacts upon our Trust/school/pupil offer

Very good: Relevant for whole school/class development which impacts upon daily practice

Good: Relevant for self/others leading to an increased knowledge/skill base

Fair: Some use for self/others/school

Poor: Little value/relevance

CORE: Training focus including safeguarding:					Impact %:					
Date:	Training attended:	Training provider:	Attended by: T/TA	Number attended:	Cost:	Excellent	Very good	Good relevant	Fair	Poor
Summary comments (CORE):										
•										

STRATEGIC: Training focus SIP Target:						Impact %:				
Date:	Training attended:	Training provider:	Attended by: T/TA	Number attended:	Cost:	Excellent	Very good	Good	Fair	Poor
STRATEGIC: Training focus Professional needs/staff:						Impact %				
STRATEGIC: SPT development plan:						Impact %				
STRATEGIC: Training focus Governance:						Impact %				
Summary comments (STRATEGIC):										

APPENDIX C

TEACHER/SLT - Post Course Evaluation Please hand this post course evaluation to the CPD lead

Name:	Course attended:	Date & Venue:
<p>Please delete as necessary and add any relevant comments. Was the course?</p> <p><input type="checkbox"/> Excellent (Clearly informs/underpins effective practice which significantly impacts upon Trust/school/pupil offer)</p> <p><input type="checkbox"/> Very good (Relevant for whole school/class development which impacts upon daily practice)</p> <p><input type="checkbox"/> Good (Relevant for self/others leading to increased knowledge/skill base)</p> <p><input type="checkbox"/> Fair (Some use for self/others/school)</p> <p><input type="checkbox"/> Poor (little value/relevance)</p>	<p>Which area of CPD did the course underpin? Please tick:</p> <p><input type="checkbox"/> SIP Target: <i>skills, knowledge and understanding obtained further secures effectiveness within daily practice</i></p> <p><input type="checkbox"/> CORE (includes safeguarding): <i>continue to demonstrate compliance within training requirements to ensure you are able to fulfil your roles and responsibilities</i></p> <p><input type="checkbox"/> Professional Needs: <i>are further informed and strengthened leading to improved outcomes for learners</i></p> <p><input type="checkbox"/> SPT development: <i>effective collaboration within/between schools secures evaluative judgements of what our school offers/what pupil progress/improved outcomes looks like over time (all cohorts/ages)</i></p>	<p>Please list the 3 most significant facts that you learnt from this course?</p> <ul style="list-style-type: none"> • • • <p>Date of feedback:</p> <ul style="list-style-type: none"> • Teachers meeting • Class meeting • Whole school meeting • Senior Leadership Team • Local Governing Body
<p>Did you receive any handouts/resources? Please display in staffroom OR bring to your feedback time (LGB/SLT/teacher/staff/class meeting)</p>	<p>How will you apply the new skills/knowledge acquired? Please state:</p>	<p>Any follow up necessary? – e.g. – SLT meeting, faculty meeting, discussion with CPD lead</p>

SUPPORT STAFF - Whole School Training - Post Course Evaluation

Name:		Date:		Course attended:	
School:					
Key Stage:					
Role in school:		Venue:		Training provider:	
Was the course?		Please tick one		Any comments?	
Excellent (will inform and improve my /our practice each day)					
Very good (relevant across our school which we will be able to use)					
Good (I have increased my knowledge and understanding)					
Fair (There is some use to me/others but not much)					
Poor (little relevance for my role)					
How will you use your training? Please tick:					
Within my current class				Within the wider school	
I do not need to use this yet				I will not use as it was not relevant for me	
What will be the biggest impact on your role:					
What will be the biggest impact on the pupils:					
Is there anything else you would like us to have covered in the training:					
I felt able to ask questions/comments:		Yes		If provided, were the ideas and resources helpful:	
		No		Yes	
				No	