



# **Royal Free Hospital Children's School**

## **Continuing Professional Development (CPD)**

### **Policy**

**June 2021**

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### **Introduction**

The school acknowledges staff to be its most valuable asset. As with many schools, staffing accounts for a high proportion of the school's budget and we believe it is a resource that should be fully developed. This serves to maximise the potential benefits to the school and its pupils, so any investment in CPD is a direct investment in the school. Since the recent assimilation of the Outreach Service and Thomas Group provisions, the school has elevated its profile within the Local Authority (LA), and is now recognised as a beacon of excellence around issues of mental health and well-being. CPD is therefore essential to realising the aims and ambitions of the school in addition to securing its place as a valuable integrated resource within the LA and the Royal Free Trust. By aligning the professional and personal development of staff to the needs of the school, we can enhance teaching and learning, continue to improve standards, and increase job satisfaction and motivation for all the staff. We believe staff who feel valued and appreciated for the contribution they make will be committed to furthering the school's aims and objectives.

CPD complements the school improvement agenda through the school's Performance Management Review cycle, when all staff have the opportunity in their planning meetings, to agree a clearly defined programme of training and development which ensures they are able to update specialist and general skills and to acquire the knowledge and expertise necessary to meet the demands of the changing context within which they work.

The national picture for hospital admissions amongst the young is that they are on the rise. Compounded by the current corona pandemic, the new challenges and demands placed on our staff has risen accordingly. Consequently, both staff and students have needed to adapt rapidly to the combined impact of both factors. This has meant acquiring new technical skills in order to successfully introduce remote and blended learning, in addition to the acquisition of increasing levels of resilience. The school has met this challenge head on with the skill, enthusiasm and creative flexibility we have grown to expect, further establishing itself as a centre of excellence within the LA, as reflected during the schools most recent Ofsted inspection in October 2019 as an outstanding provision in all areas.

## Outline of needs

Staff development and INSET activities arise from the need to address National, Local, and School initiatives, policies and priorities.

Staff development is a deliberate and continuous process that involves identifying and discussing the present, and anticipated, needs of the school and all members of staff; teaching and support. Individual personal and professional needs vary according to the different stages staff have reached in their careers.

These may relate to development of –

- Teaching/support skills to improve personal performance and interaction in the classroom.
- Teaching/support skills to improve personal performance and interaction within remote platforms, including Microsoft Teams, Zoom and the Google Suite (soon to be called the Google Workspace).
- Skills in preparation for responsibility and management positions.
- Professional practice in relation to the school's needs.
- Professional practice in relation to personal needs/interests.

There is a need to achieve a balance between the needs of individual members of staff and the needs of the school as a whole. The direction the school takes in the future, and any staffing changes, will influence whole staff and individual training needs, and may mean specific areas are prioritised.

The Performance Management regulations require a consideration of staff training and development needs, their professional aspirations and the actions which will be taken to address them. Staff are encouraged to regularly review their life career plan and maintain a Professional Development Record of evidence and achievements.

## Statement of aims

The school aims to –

- To fully embed the importance of staff CPD as the cornerstone of school improvement.
- To create a climate where CPD is visible, transparent and accessible for all members of staff, and that good practice is shared between all stakeholders, to include school staff, volunteers, other schools and the various multidisciplinary teams (MDTs) within the hospital.
- Sustain a very positive ethos and climate, with high teacher morale and self-esteem.
- Maintain and improve the effectiveness of the school by enhancing the overall quality of teaching and learning experiences within the school, and so raise standards of attainment/achievement
- Give all members of staff access to the skills, knowledge and expertise needed to implement the school's aims, Self-Evaluation Form (SEF) priorities for development, School Improvement Plan (SIP) and Policies.
- Identify future training needs through the SIP.
- Ensure that all staff are in possession of a current job description which relates to their work within the school and, through proper induction, make them aware of their duties and responsibilities.
- Equip staff with the knowledge and skills to carry out their duties and responsibilities and prepare them for future roles in and outside the school.
- Enable staff to participate in the effective management of the school at different levels.
- Anticipate and prepare for recent changes in education that will affect the school.
- Keep staff up-to-date with professional developments and initiatives to support new approaches to classroom practice and enhancing the learning potential of pupils.
- Support staff in study and research which enables them to become 'reflective practitioners' capable of undertaking research projects, which will benefit both the school and their own personal development.

- Promote a whole-school identity by providing common experiences and training opportunities that relate to the needs of the school.

### **The role of the CPD Co-ordinator**

The Co-ordinator is responsible for -

- Ensuring CPD and Performance Management are an integral part of the School Improvement Plan, with particular reference to raising the standards of teaching and learning
- Relating National, Regional and Local opportunities to school priorities and integrating these into INSET programmes and activities
- Using CPD resources strategically to bring about school improvement
- Ensuring resources and time are allocated to meeting staff training needs
- Planning INSET programmes and activities
- Supporting curriculum Subject Coordinators plan INSET activities
- Ensuring all staff have a termly INSET meetings agenda and providing/updating information relating to courses offered by Camden Learning and other providers.
- Advising, supporting and empowering staff regarding their CPD needs
- Monitoring and providing an overview of the learning of all school staff and the impact on standards and school improvement.
- Distributing articles and journals to relevant staff that encourages further reading.
- Maintaining a database for logging completed CPD so staff gain a detailed sense of current trends and availability that can be accessed at:

<https://drive.google.com/file/d/1f75Spj6dEDV5zxLGKNVyqhmp7a8DJXY2/view?usp=sharing>

### **Equal opportunities**

The school's approach to the recruitment, professional development and promotion of all staff must ensure equal opportunities. All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing professional support and development.

### **Induction**

New staff are provided with detailed information about the school including –

- The Staff Operational Handbook
- Safeguarding Training
- The SEF and the SIP
- Curriculum and Non-Curriculum policies, names of Subject Coordinators and resources available
- An INSET programme for the coming term and details of how to access the local offer via Camden Learning online
- Planning, monitoring, assessment and record keeping procedures and pro-formas
- Ward Protocols and procedures
- The individual needs of Day School pupils
- Links with other agencies, e.g. CAMHS, Social Services, Early Help, Camden Multi-Agency Safeguarding Hub (MASH), Camden Learning

Time would also be spent discussing the new member of staff's job description and any immediate training needs related to it. Following this, there would be regular, timetabled meetings with relevant line-

managers to discuss all aspects of teaching, and any concerns or needs that may have arisen, and to give guidance as needed. The Line-manager will mentor new members of teaching staff but all members of staff provide support and guidance to new colleagues.

It is intended that most school based INSET activities would account for not only the needs of more experienced staff but also staff relatively new to the profession or the school. It is recognised that less experienced staff may want more direct help that supports them in their teaching role. A programme based largely on external courses would not meet this need, so a balance of relevant school based and external INSET is essential.

### **Planning effective CPD**

The needs of the school are reviewed annually through the School Improvement Plan. This process takes place in consultation with the staff and Governors.

The personal and professional needs of individual staff, or groups of staff, are met by staff identifying those needs through Performance Management Planning and Review Meetings.

Once the needs of the school and the staff have been identified, the Headteacher discusses a draft whole-school INSET programme for the coming term(s) with the Deputy Head. It is acknowledged that this programme may be departed from or changed according to experience or circumstances, or to ensure that needs may be most appropriately met.

When INSET needs are addressed – whether it is school-based or external, individual or group, care is taken to ensure that all staff are given opportunities to attend courses and that these are relevant – both for the individual and the school. The Headteacher is responsible for the fair distribution of INSET opportunities amongst staff and monitors staff attendance on courses. Visiting speakers are encouraged to make a preliminary visit so they are aware of the specific needs of the RFHCS staff.

When staff wish to attend external courses during the school day, they will –

- Complete an INSET application form, with details of the course
- Where appropriate make an application online through Camden TDS
- Ensure work for pupils is prepared and details about it given to the Headteacher
- Complete an evaluation/comments sheet after the course
- Feedback to staff through a staff meeting

Consideration is given to all forms of INSET. There is a Courses file in the office that details the LA courses, courses held at specialist centres – in/out of London, and those offered by specialist groups.

### **School-based CPD**

The school has five INSET training days per year. Generally, one or two days are used for training linked to wider initiatives and may take place out of school. The remaining days are used to support school improvement and have a direct bearing on targets identified in the School Improvement Plan. Governors are informed of training sessions and invited to attend, particularly those sessions which support the work of relevant sub-committees.

Depending on the whole-school INSET programme, staff also meet each week. The agenda may include topics or issues relating to e.g. teaching and learning, new initiatives, or discussion and evaluation of policy and practice. Where appropriate, staff are encouraged to share good practice from CPD events they have attended at staff meetings or meetings solely dedicated to that event.

The school also aims to take advantage of the skills and experience of the extended team of professionals at RFHCS and ask professionals from fields such as Educational Psychology, Speech and Language Therapy and Paediatrics to contribute to school based INSET whenever possible.

### **Peer Observation and Triads**

As identified in the most recent Ofsted inspection, there are numerous examples of outstanding teaching practice within the school. Professional conversations regarding strategy and pedagogy are therefore encouraged amongst staff. This can take the form of peer observations of a particular element or whole lesson observation and collective planning. Not only does this represent significant savings to the CPD budget, but more importantly, allows staff to share excellent practice with others with minimal curriculum damage and disruption to learning. The school is in the process of introducing more rigour to this process through incorporating peer observation into the PMR programme. Teaching Triads between staff (to include teaching assistants) have also been established to provide opportunities to co-plan, complete peer observations that provide non-critical, constructive feedback.

### **Using the wider educational community to support CPD**

Subject Co-ordinators use a range of resources, services and agencies within the locality to enhance their own professional development and to broaden the range of teaching and learning strategies used to deliver the curriculum e.g. The Royal Free Hospital (Departments such as the Chaplaincy, CAMHS,) and the National Gallery. On return from any INSET where the content is deemed of value to other members of staff, individuals are encouraged to disseminate material at designated time slots within formal staff meetings.

### **Local Authority Courses**

The school subscribes to the Camden's Training Development Centre. Priority is given to courses which reflect key targets identified in the School Improvement Plan, LA priorities or National initiatives.

### **Courses run by other external institutions**

Priority is given to courses which cannot be provided by the LA and which extend or complement staff roles or reflect priorities in the School Improvement Plan. This especially applies to newly introduced 9-1 GCSE delivery INSETS.

### **Access to on-site hospital training**

School staff access Fire training in the hospital and additional courses free to hospital staff advertised as they arise. This includes training run by organisations such as the The Royal College of Paediatrics and Child Health (RCPCH), MindEd and the Institute for Healthcare Improvement (IHI).

### **Providing CPD to other organisations**

As needed, staff are able to deliver presentations on the role of hospital education, or the aims and outcomes of a particular project, to teaching colleagues as part of that school/organisation's CPD programme. This enables RFHCS staff to experience a range of different learning environments and opportunities to network within the wider hospital education, mainstream and special school communities.

The school provides opportunities for mainstream teachers to observe practice, share curriculum materials/ resources, and exchange views on meeting the needs of diverse communities. It also has newly appointed CAMHS staff observing/participating in lessons.

### **Professional Development Records**

This portfolio is built up, over time and reflects the teacher's roles and responsibilities, career stage and professional aspirations. It should include evidence that will contribute to a member of staff's career and pay progression. On return from any external CPD staff are instructed to add course materials within a folder to be created under their name with the INSET and CPD folder found on the staff shared area. This should also include the exact name and date of the training for purposes of tracking and dissemination.

## **Providers, Funding and Resources**

### **Providers**

Providers for activities, either on or off-site, can be accessed from a range of sources. The proviso remains that those delivering the training or development activity should have proven recent or current experience, and that they operate within a quality assured framework.

Potential sources are:

- The local Camden offer and network of schools
- School staff who have particular expertise or experience
- Local primary, secondary and special schools' staff and/or INSET programmes
- LA Consultants
- Universities, colleges and Private sector companies
- The training or development activity arranged for individuals or the whole staff could take place on school closure days and in twilight sessions, during the school day, subject to supply cover being available, in twilight sessions or at the weekend or during school holidays (see Pay Policy)

### **Funding**

Where there are competing demands on the school's budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a teacher to meet their objectives; and (b) the extent to which the training will support achievement of the school's priorities of improving school effectiveness and raising pupils' standards of attainment. The school's priorities will have precedence.

On occasions where hospital and school policy and practice converge, courses will be subsidised by the hospital trust (e.g. Child Protection, Fire Safety, ICT).

The Governing Body will ensure that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for staff.

Whilst the school would wish to support teachers willing to undertake additional study in their own time, it may not always have the budget to pay for extended courses, leading to further accreditation, for individual members of staff. Occasionally staff may fund their own courses and request special leave to attend day or week sessions. Such leave is discretionary and staff are advised to discuss their application with the Headteacher and the Chair of Governors before accepting a place on a course.

### **Resources**

- The Professional Standards for Teachers
- Performance Management and Pay Policies
- The school has a small staff library on a range of educational issues. Members of staff also subscribe to subject specific journals to support curriculum development in their specialist area

### **Monitoring and Evaluation**

The Deputy Headteacher monitors how effectively internal in-service training and external courses have contributed to meeting individual staff needs and to furthering the aims of the school. Future training needs can then be identified and planned for in the September/October PMR Planning cycle. The degree to which CPD activities have been cost effective in terms of quality of provision, identified outcomes meeting original needs, and impact on the performance criteria set out in the SIP are also considered. Such reviews take into account evaluation and feedback information from staff, and will contribute to the school's SEF and future School Improvement Plans. Feedback from recently attended CPD should also be

a permanent agenda item for each whole-school focused staff meeting.

Evaluating CPD also encompasses sharing the knowledge and skills that have been acquired, discussing their relevance for the school and considering whether or not new developments can be utilised. As discussed above, staff are fully encouraged to feedback to colleagues in the weekly staff meetings any relevant information gained from external courses and log this for purposes of tracking and evaluation in the INSET and CPD folder found within the staff shared area.

#### **See Appendix 4:** Professional Development Evaluation Form

An audit trail for monitoring and evaluating the impact of CPD activities will include –

- Internal and external evaluation forms
- Feedback at meetings or staff information sessions
- Evidence from Performance Management monitoring and review systems

#### **Outcomes**

- Improvement in staff knowledge, skills and understanding.
- Improvement in staff confidence and job satisfaction.
- Career development and progression.
- Individual staff taking responsibility for their own CPD.
- Expertise is developing throughout the school.
- Raised standards of teaching and pupil attainment.
- Quality assured provision of consultancy, training and development.
- Dissemination of good practice

#### **Review**

As part of the Head teacher's PM responsibilities s/he will report annually to the Governing Body on -

- The teachers' training and development needs, and training completed
- The effectiveness of the CPD policy

#### **See also**

Teacher Appraisal Policy

Support Staff Appraisal Policy

**Date updated:** June 2021

**Date of next review:** June 2024

**Date approved by the Governing Body:** 17/06/21



## Appendix 1: School-based CPD opportunities

- Have an agreed allocation of time to research and develop a particular aspect of teaching/learning
- Access a named professional mentor to support the process of building up a professional portfolio
- Have responsibility for an area of the curriculum and input into the relevant subject policy and schemes of work
- Be trained in the effective use of ICT
- Be observed, tutored or mentored by a peer and/or receive coaching by a colleague with particular expertise
- Take part in team teaching and analyse pupil's work with other colleagues
- Organise events, visits and trips
- Access a named professional mentor to support the process of building up a professional portfolio
- Mentor less experienced members of staff
- Problem-solve and make decisions which impact more widely than on one's own teaching under the guidance of a line manager
- Shadow a senior colleague and take part in paired lesson observations
- Participate within a lesson study observation triad.
- Be trained in the use of data analysis as a tool for raising attainment
- Access training on budgets, personnel management, time/workload management, lesson observation and developmental feedback, and the use of new technologies for leadership and management
- Represent the school in the wider community
- Train/support less experienced staff and provide support for staff with particular problems
- Support/induct new staff, students, and volunteers
- Engage in rotation of jobs, tasks or roles including organising and Chairing meetings
- Deliver or participate in in-house training
- Contribute to the strategic planning processes and undertake a project management role
- Be trained and accredited as a PM reviewer
- Gain expertise in legal issues relating to managing a school
- Developing school policies such as Performance Management, Pay and CPD
- Receive training in the use of new technologies for leadership and management, the use of data analysis as a tool for raising attainment, time/workload management, financial and personnel management
- Gain expertise in legal issues relating to managing a school

## **Appendix 2: CPD links with Mainstream schools and other Hospital Schools**

- Be supported by subject specialists and receive developmental feedback
- Meet with other teachers involved in research and development activities
- Visit and/or teach in other schools to gather effective practice ideas
- Gain an understanding of a range of models of school organisation
- Work with recognised centres of excellence
- Observe and shadow leaders in other schools
- Access mentoring and coaching support

## **Appendix 3: External CPD opportunities**

- Access training, which focuses on effective teaching and learning and subject specific curriculum issues
- Become a member of a subject specific professional body
- Access CPD websites for training opportunities
- Access best practice within the LA
- Attend training programmes on 'from teaching to management', lesson observation skills, effective subject leadership, communication skills, teambuilding, project management, and management of change
- Receive coaching from a subject specialist
- Become a member of a subject specific professional body
- Participate in Camden's "Aspiring Leaders" Programme

## Appendix 4: Professional Development Evaluation Form

### PROFESSIONAL DEVELOPMENT EVALUATION FORM

The Royal Free Hospital Children's School is committed to enhancing the professional development of its staff through high quality training and courses. To help monitor provision and inform future planning, please complete this form by ticking the relevant boxes and adding any additional comments that may be helpful. Thank you.

**Course title –**  
**Course leader(s)**

**Date(s) –**

<b>Course content</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
Were the objectives made clear and did the course meet them?				

<b>Presentation</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
Was the course leader's style and knowledge of the subject matter appropriate?				

<b>Relevance</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
How will the content of the course contribute to school self-evaluation, the SEF and the School Improvement Plan?				
How will the course have an impact on your teaching and curriculum and/or management responsibilities?				

<b>Venue</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
Was the venue appropriate for the course?				

Additional comments?
Please indicate any additional training needs you think may arise from this course.

## Appendix 5: INSET Application Form

### STAFF DEVELOPMENT APPLICATION FORM 2020/21

<b>Staff Name</b> (Including code)		
Course/activity title: (include reference number)		
Organising Body:		
Contact Address & Telephone Number		
<b>Day(s) &amp; Date(s) of Course</b>		
<b>Course fee</b>		
<b>Number of lessons needed for cover</b> <b>(Please state which periods)</b>		
<b>Registration cover required (please state – am/pm)</b>		
<b>Special dietary requirements (please state)</b>		

<b>School Development Plan: Areas of Focus 2020/21</b>

Line Manager -

**Please fill in this form and forward to your line manager for approval**

#### Administration Only

Job required	
Approved Application Form	
Diary checked and Staff details entered	
Course booked	
Details of course entered in Database	
Evaluation Complete	