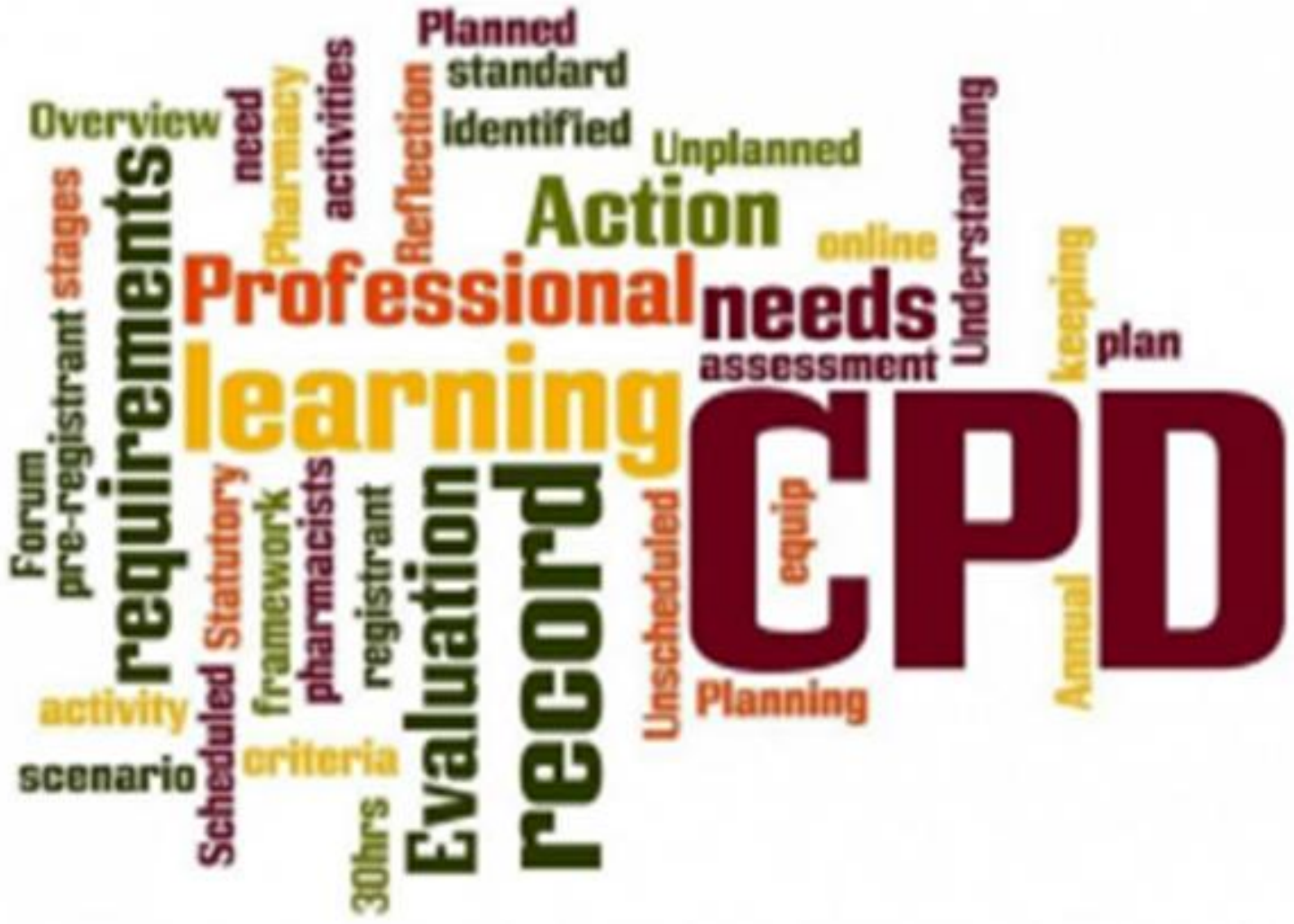
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CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICY

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Policy updated	April 2026



Our Vision, Mission and Motto

Vision	Expanding knowledge and understanding leads to wisdom.
Mission	PESS enables students to become self-motivated, competent lifelong learners who generate creative ideas and do the right things for the growth of society.
Motto	Learn, Progress, Lead

1. Rationale

At Progressive English School, all teaching and support staff are entitled to equal access to high-quality induction and continuing professional development (CPD). We believe effective CPD contributes significantly to school improvement. All members of the school community will have opportunities, through performance management, appraisal and other mechanisms, to discuss their professional development needs.

This policy aligns with SPEA standards, school improvement priorities and professional development requirements.

2. Aims of CPD

- Improve the quality of learning and teaching for all students.
- Develop and sustain the skills that enable staff to do their jobs effectively.
- Update knowledge and develop best practice.
- Give staff access to opportunities for professional and career development.
- Promote and develop effective succession planning for all aspects of school staffing.
- Recognise and respond to the needs of the school as a learning community.
- Respond to the whole-school development plan, SPEA recommendations, the National Agenda and the needs identified through the school's self-evaluation.
- Ensure continuous improvement in teaching practice and measurable student outcomes.

3. Identification of CPD

CPD planning starts with issues identified through self-evaluation, feedback from staff, students and parents, and SLT monitoring reports. All planned CPD will meet some of the following criteria to ensure its effectiveness.

CPD activities should:

- Meet identified individual, departmental or school development priorities, through lesson audit reports and professional development plans.
- Be based on good practice in development activity and in teaching and learning.
- Help raise standards of student achievement.
- Be provided by those with the necessary experience, expertise and skills.
- Be based on current research and inspection evidence.
- Have a direct relationship with effective learning and teaching.
- Use school-based expertise linked to school-based activity.
- Use external expertise linked to school-based activity.
- Involve observation and feedback.
- Include peer support.
- Give participants scope to identify the focus of their own development.
- Enable staff to be reflective and focus on their contribution to students' learning and development.
- Provide opportunities to work with colleagues and share practice.
- Include regular and structured feedback.
- Apply processes for sustaining CPD over time, so learning is embedded in classroom practice.
- Include opportunities for independent self-study.
- Develop competences linked to job requirements.
- Respect cultural diversity.
- Align with SPEA inspection feedback and school improvement priorities.

4. Provision of CPD

CPD aims to improve the quality of teaching and learning by developing the knowledge, skills and teaching strategies of educators to suit 21st-century learning skills and SPEA standards. To keep CPD closely linked to school improvement and self-evaluation, and to maintain its high profile, the CPD Coordinator holds a senior responsibility within the school.

The CPD Coordinator will:

- Develop an annual CPD plan that involves all staff and links school priorities with individual needs and aspirations.

- Regularly monitor and evaluate this plan.
- Make information on relevant CPD opportunities available in the staffroom and distribute it to relevant staff.
- Keep an up-to-date record of all planned CPD activities and share it with all relevant staff.

CPD planning is linked with teaching quality, student progress data and school performance outcomes.

5. Leadership and Management of CPD

The CPD Coordinator, the Senior Management Team (SMT) and the Principal are responsible for the CPD needs of the school and of the staff working within it.

- The CPD Coordinator discusses the main CPD priorities with the Principal and SMT, and advises on matters such as the benefits of service agreements with appropriate providers.
- CPD issues are addressed at general meetings and included in the Principal's report.
- Arrangements are in place for discussions between staff and the SMT about needs and aspirations, methods of accessing CPD provision, funding, managing resources and accreditation opportunities.
- The SLT monitors the impact of CPD on teaching quality and student outcomes.

6. The Range of CPD Activities

To meet the needs of staff and maximise the impact on teaching and learning, a range of approaches will be used. CPD includes both internal and external training aligned with school priorities.

Approach	Examples
Courses and conferences	Attendance at external courses or conferences
In-school training	Team teaching, classroom observation skills, sharing existing expertise
School-based work with experts	External consultants or advisers, advanced skills or lead teachers, model and demonstration lessons
Distance learning	Relevant resources, training videos, reflection, simulation

Approach	Examples
Job enrichment	Higher levels of responsibility, job sharing, acting roles, job rotation, shadowing
Producing resources	Personal development plan, teaching materials, assessment package, ICT or video programme
Coaching and mentoring	Receiving or acting in these roles, critical friend support, team-building activity
Partnerships	Work with a colleague, group, subject, phase, activity or school; team meetings, joint planning, observation, standardisation, special project working groups
Learning environment	Creating an improved learning environment within the school

7. Recording and Dissemination

Staff are encouraged to maintain a professional development portfolio, and the CPD Coordinator can provide guidance on request. Academic heads and subject leaders also identify CPD needs through informed observations and learning walks, and both internal and external CPD is conducted based on those observations. Staff are responsible for sharing relevant professional development with the school community.

After each CPD activity:

- The participant completes a form to evaluate the activity.
- The participant and the CPD Coordinator plan how to share the learning with other staff, for example through relevant papers or a session at a staff or subject meeting.
- The CPD Coordinator decides whether any follow-up is needed, such as feedback to the provider, and is responsible for those actions.

To ensure equal access and involvement for all staff, the CPD Coordinator updates records of the training undertaken by the school community regularly and accurately. CPD records are maintained and reviewed regularly for effectiveness and compliance.

8. Assessing the Impact of CPD

A termly review of CPD will consider the benefits to:

- Students' and the school's attainment in external exams.
- The quality of teaching and learning.
- Student understanding and enthusiasm.

- Staff confidence.
- Evidence of reflective practice.

The impact of CPD is linked to measurable improvements in teaching, learning and student outcomes.

9. Policy Review

This policy is reviewed annually in line with SPEA requirements, school improvement plans and performance evaluation outcomes.