



# Continuing Professional Development Policy

**Director of Professional Development & Behaviour Curriculum** | September 2024

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Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care



**Minsthorpe**  
Community College

## Section 1

# Vision Statement

## Section 1.1

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### CPD: The Minsthorpe Way

*"Fostering an ethos of ongoing professional learning"*

*"What makes a great teacher? One who is willing to do what it takes to be demonstrably more effective next year than this.", Professor Rob Coe*

At Minsthorpe Community College, we are committed to the Continuing Professional Development (CPD) and learning of all members of staff at every career stage and level of experience. We recognise the value of evidence-informed training with an overall aim of impacting positively on students' outcomes and experiences. We believe in effective teaching for all learners, and this will be realised by investing in our practitioners.

This **Vision Statement** for CPD supports the **College Vision**:

**Minsthorpe Community College:** A place where everyone plays a part in strengthening our learning community through **Motivation, Commitment & Care**.

The DfE documents linked below provide further information and background with regards to our approach to CPD:

<https://www.gov.uk/government/publications/teachers-standards>

<https://www.gov.uk/government/publications/standard-for-teachers-professional-development>

<https://www.gov.uk/government/publications/reforms-to-teacher-development>

[Teacher appraisal and capability - GOV.UK \(www.gov.uk\)](#)

## Section 1.2

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### CPD Structure & Programme 2024-25

The CPD structure & programme at Minsthorpe is multi-faceted and multi-layered. There are a wealth of opportunities and activities available to staff to support them in their own professional development and learning. Certain activities are directed for all teaching staff whilst others are personalised and optional and relate to a member of staff's current role, experience, and career aspirations. Directed activities are planned in advance and shared via the College's operational calendar.

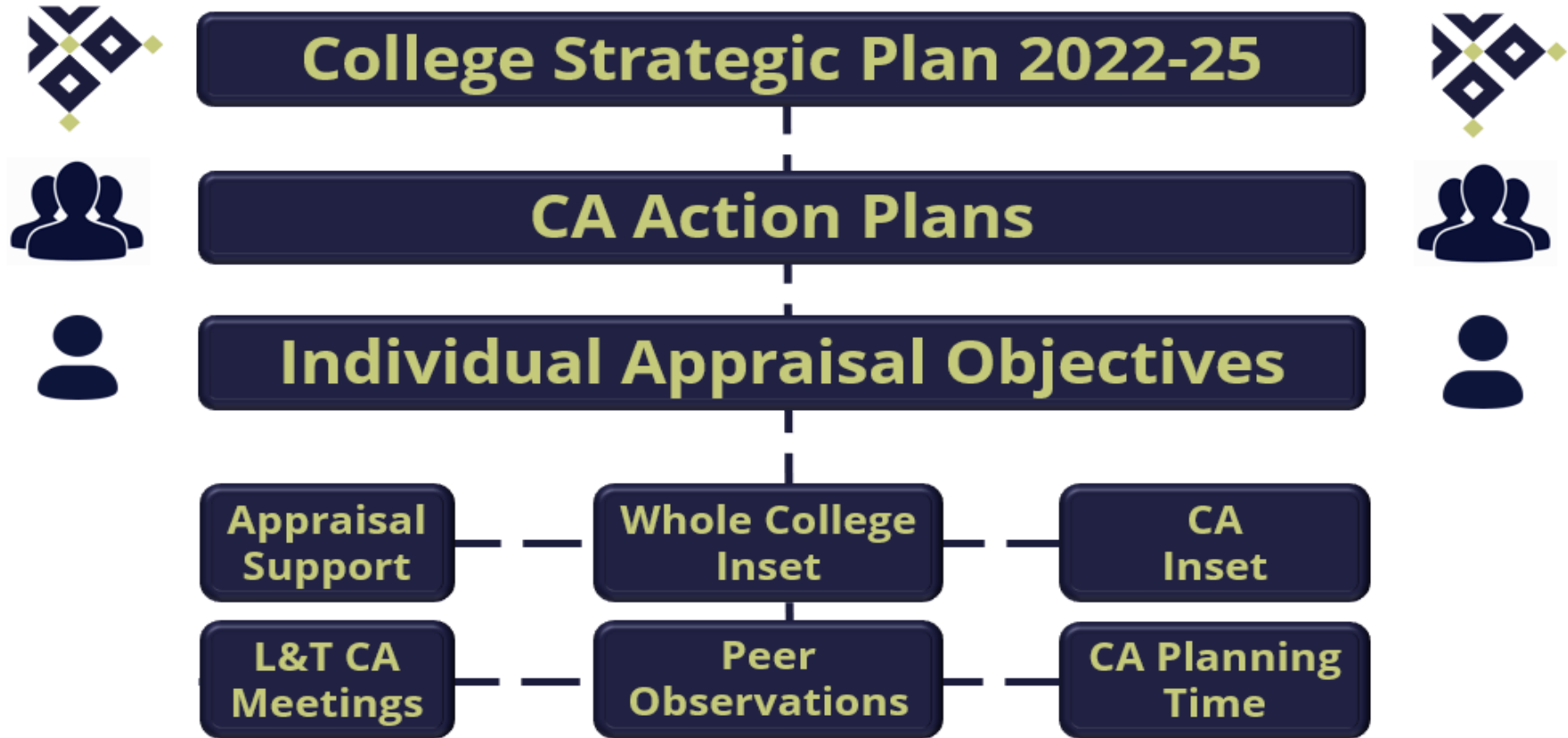
What is significant is that all CPD activities are clearly linked to other processes and structures within the College. Equally, they link directly to the strategic planning of the College, namely the College Strategic Plan (CSP), Curriculum Area Action Plans and individual Appraisal objectives. CPD opportunities and activities aim to realise the priorities within these plans.

Appraisers play a key role in supporting their appraisees with their professional development. The DfE's 'Teacher Appraisal Guidance' (2024) states:

*"The appraisal process should be intrinsically supportive and developmental, conducted within a school culture that values openness and fairness. Appraisal should be a nonbureaucratic process that recognises, encourages, and validates a teacher's commitment to professional development, pedagogical excellence, and effective performance."*

The College is committed to providing a rich and relevant programme of CPD for its staff, however, it is also incumbent on individual members of staff to take full advantage of these opportunities for their own professional development. It is also their responsibility to keep an accurate record of their engagement with CPD during the academic year using the School IP platform.

<b>College Priorities</b>	1. The Provision of quality <b>curriculum</b> intent, implementation and impact for all	2. The consistent of the consistent delivery of the policies and procedures of <b>The Minsthorpe Way</b>
	Attendance	Adaptive Teaching



**Personalised CPD**

Leadership Development Programmes | ECF | WLC | Training – External Provider

## CPD Programme 2024-25

	<b>Key Appraisal Dates</b>	<b>Whole College INSET *</b>	<b>CA Planning Time</b>	<b>L&amp;T CA Meetings</b>	<b>CA INSET **</b>
<b>Autumn 1</b>	30 <sup>th</sup> September - <i>Appraisal Support Time</i> 25 <sup>th</sup> October - <i>Appraisal EOYR deadline</i>	2 <sup>nd</sup> September 3 <sup>rd</sup> September	9 <sup>th</sup> September 21 <sup>st</sup> October	7 <sup>th</sup> October – <i>Core Teaching Principles</i>	
<b>Autumn 2</b>			4 <sup>th</sup> November 18 <sup>th</sup> November 25 <sup>th</sup> November	9 <sup>th</sup> December	
<b>Spring 1</b>		30 <sup>th</sup> January <i>(Twilight - SEND)</i>	6 <sup>th</sup> January 20 <sup>th</sup> January 10 <sup>th</sup> February	3 <sup>rd</sup> February	
<b>Spring 2</b>	3 <sup>rd</sup> March – <i>Appraisal Support Time</i> 4 <sup>th</sup> April – <i>Appraisal MYR deadline</i>		24 <sup>th</sup> February 24 <sup>th</sup> March	17 <sup>th</sup> March	
<b>Summer 1</b>		14 <sup>th</sup> May <i>(Twilight - SEND)</i>	28 <sup>th</sup> April	12 <sup>th</sup> May	
<b>Summer 2</b>		20 <sup>th</sup> June – <i>Curriculum Planning</i>	2 <sup>nd</sup> June 16 <sup>th</sup> June 23 <sup>rd</sup> June	30 <sup>th</sup> June	

\* Plus 2 x 1 hour – Appraisal preparation  
\*\* Plus 4 x 1 hour CA INSET sessions to be planned by CTL

## Section 1.3

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### Peer Coaching & Observation

At MCC, we believe that working closely with a peer in terms of lesson planning & delivery is a key element of our professional development and learning with a focus on self-reflection & improvement. During 2024-25, **all** members of teaching staff and HLTAs will be observed teaching (50 minutes) by a peer. Many staff at the College have already been trained in peer coaching and the materials will be made available once again for all staff. Whilst peer observations will not be judged against Teachers' Standards, they will be linked to Appraisal Objective 3 (or another where appropriate) and appraisers/appraisees will discuss the outcomes of these observations and any relevant developmental actions that should be taken. The list below gives an overview of the procedures and rationale behind peer coaching & observation:

- This is a developmental, not judgemental process and is not linked to the College's Quality Assurance policy. However, it is linked to the Appraisal process;
- Each teacher should select a peer coach seeking their agreement prior to commencing the process. This is likely to be their appraiser, but could be another appropriate member of staff **with the agreement of their appraiser and J. Read**;
- CTLs will keep a central record of the teacher/coach pairings, the group which will be observed and when the peer observation will take place;
- Staff should contact S. Stringfellow and J. Read in advance if they need to add a collaborator to School IP;
- Each teacher should select a focus for their observation i.e., **one of the 6 Core Teaching Principles, literacy, numeracy, behaviour management/teacher persona or subject knowledge. This focus can and should be linked to the priorities within the CSP (Attendance & Adaptive Teaching)**;
- A coaching conversation should ideally take place between the teacher and their coach pre-observation, and a developmental, professional conversation must be planned post-observation;
- **A proforma will be completed directly on School IP**;
- Engagement in this process will be a key element of evidencing completion of Appraisal Objective 3 (or other where appropriate);
- J. Read will collate a summary of foci using School IP and will also keep a record of pairings.

## Section 1.4

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### INSET time 2024-25

We take a planned yet flexible approach to our use of INSET time with the purpose always being staff development and training leading to positive outcomes for students. During 2024-25, there are 3 calendared full INSET days (2<sup>nd</sup>/3<sup>rd</sup> September & 20<sup>th</sup> June 2025).

In addition, there are **8** further twilight INSET hours to be used during the academic year in the following way:

- 2 hours – Whole College training;
- 2 hours – Appraisal preparation / reviews
- 4 hours – CA INSET to be planned by the CTL

**2** INSET hours will be used for whole College training (see below) and Curriculum Team Leaders (CTLs) will be given autonomy to plan the timing and content for the remaining **4** hours following the general principles below:

#### Statutory Training

The College ensures that any statutory training is planned and completed by all relevant members of staff. This includes:

- Safeguarding
- Safer Working Practice
- Cyber Security

#### Whole College INSET 2024-25

Thursday 30<sup>th</sup> January – SEND / Adaptive Teaching

Wednesday 14<sup>th</sup> May – SEND / Adaptive Teaching

#### CA INSET

- Staff should be given at least 2 weeks' notice of the date of an INSET session;
- J. Read will collate a half-termly overview;
- Time will be directed by the CTL, but it is not incumbent on them to plan and deliver **all** sessions. They may request support from other TLR holders, Lead Practitioners, L&T Team & the Leadership Team;
- Part-time staff to liaise with C. Green to ascertain their INSET allocation.

#### Possible Areas of Focus:

- Whole Curriculum Area training sessions;
- Bespoke groups of staff engaging in training e.g., ECTs/KS5 teachers etc.;
- Individual time given to watch training videos/read blogs etc.;

This list is not exhaustive and other areas of focus may emerge during the academic year. However, these must be linked to College / Team priorities.

## Section 1.5

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### **Personalised CPD opportunities**

As a college, we are committed to facilitating and delivering additional CPD & training opportunities for our staff which is personalised and relevant to their current role, level of experience and/or career aspirations. The following list is not exhaustive, but gives an indication of the type of opportunities this may include:

- Leadership development programmes;
- Full entitlement to the Early Career Framework for all Early Career Teachers and their mentors (see page 11);
- Wakefield Learning Community CPD & Networking Programme;
- Additional training and development delivered through external providers.



## Section 1.6

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### The L&T Team

The L&T Team meet once every half term and are comprised of Lead Teachers, Leading Practitioners and Core Subject Leading Practitioners. Members of the school community may also attend these meetings by request.

L&T Team meetings are training focused. Training will be devoted to the 6 Core Teaching Principles and Literacy. Training conducted in L&T Team meetings is then disseminated by Lead Teachers and Leading Practitioners in CA Meetings and/or INSET sessions.

L&T Team Meetings give representatives an opportunity to share best practice across the entire school.

## Section 1.7

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### Leading Practitioners and Lead Teachers

Leading practitioners take an active role in research, planning and implementing CPD. This may be in the form of:

- Coaching members of staff;
- Strategic work with Curriculum Teams;
- CA and/or CTL Meetings;
- Bespoke insets;
- Leading the L&T Team Meetings;
- Bespoke training in relation to internal and/or external feedback given to the college;
- Any other CPD internal/ external where the LP has expertise.

Minsthorpe Community College employs two whole College Leading Practitioners. Each Leading Practitioner has a core focus and a whole school focus depending on the College Strategic Plan and any emerging needs.

We also employ three Core Subject Leading Practitioners who work alongside Core CTLs and TLR holders to enhance L&T in the core subjects. They work across the core subject team of teachers to create a climate of consistency so that every student benefits from effective teaching of the planned curriculum.

Within the L&T Team there is also 5 Lead Teachers. Each Lead Teacher has a core focus based on an emerging need of the college and their own expertise.

Three of the Lead Teachers are representatives of the Lead Numeracy Departments (LDPs). These Lead Teachers develop evidence-based training for the LDPs and the wider college.

We also currently employs one Knowledge Organiser Lead who will research, plan, and implement CPD in relation to Knowledge Organisers and revision strategies inside and outside the classroom.

## Section 2

# Evidence-Informed Practice

### Section 2.1

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#### Professional Development:

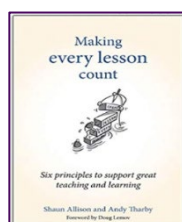
Our Core Principles of Quality Learning & Teaching are formed based on a wide range of experience and expertise within MCC but equally through accessing well-regarded pedagogical texts and the best available educational research and evidence. Resultant CPD will draw on these texts to form the basis of their content and delivery. Some of these are listed below:



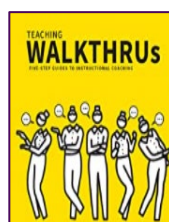
The Great Teaching Toolkit  
Evidence Review – Model for Great Teaching  
Evidence Based Education  
Rob Coe CL Rauch  
S Kime D Singleton  
June 2020



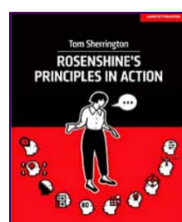
EEF Guidance Reports and blogs – including The 5 a day approach Model for Adaptive Teaching, Metacognition and Self-Regulated Learning, Cognitive Science approaches in the Classroom. [Education Endowment Foundation | EEF](#)



Allison & Tharby, *Making Every Lesson Count*, Crown House Publishing Limited 2015



Sherrington & Caviglioli, *Teaching Walkthrus (Vol I & II)*, John Catt Educational Limited 2020/21



Sherrington, *Rosenshine's Principles in Action* John Catt Educational Limited 2019



Bennett, *Running The Room*, John Catt Educational Limited 2020

Our ongoing Professional Development & Learning programme is planned and structured to develop the knowledge and skills of teachers and student support staff around the Core Principles of Learning & Teaching whilst giving them a growing awareness of key elements from the texts listed above.

Other key supporting documents can be found on CIS for staff to access and refer to:

- Briefing Bites Collection;
- CTP One Page Docs;
- MCC – The Great Teaching Toolkit Evidence Review Summary;
- MCC Model for Adaptive Teaching;
- MCC Learning & Teaching Policy;
- Observation proformas.

## Section 3

# Professional Learning & Development – Associate Staff

Associate staff engage in whole College statutory training e.g., Safeguarding, but equally have access to other training pertinent to their respective roles. The list below is not exhaustive, but gives a flavour of the range of training opportunities available:

- Access Arrangements training;
- Invigilator training;
- Snack Break Duty Training;
- Knowledge Organiser Training;
- First Aid.

Associate staff should liaise with their Team Leader & J. Read to discuss any required or desired training opportunities.

## Section 4

# Early Career Teachers

All Early Career Teachers (ECTs) will receive their full entitlement to the Early Career Framework (ECF) over a 2-year period. MCC will work closely with the Exchange Teaching Hub and their ECF providers, UCL Institute of Education, to ensure that ECTs access all the relevant training, support, and assessment during this extended induction period.

ECF mentors have been appointed to support each ECT and they will also receive training & support through the Teaching Hub and UCL. Additionally, we have allocated them additional PPA time to allow them to fulfil this important role. ECTs also receive additional PPA time.

The links below provide further information around the ECF and Section 4 of this policy fulfils our statutory requirement to have a policy which supports our Early Career Teachers.

- <https://www.gov.uk/government/publications/early-career-framework>
- <https://www.gov.uk/government/collections/early-career-framework-reforms>
- <https://www.ucl.ac.uk/ioe/departments-and-centres/departments/learning-and-leadership/early-career-framework>

We value supporting Early Career Teachers from their Initial Teacher Training through to Early Career Teacher status and on to various leadership pathways. This development and training takes place using both internal expertise and external providers.

The visual below taken from the DfE publication *‘Delivering World-Class Teacher Development’, June 2021* supports this ethos:

### Annex A – New teacher development system



## Section 5

# Accessing External CPD

There will be occasions where it is necessary/beneficial for staff to access CPD from an external provider. It is important that any external CPD accessed is linked directly to Appraisal Objectives, Team Action Plans, or the College Strategic Plan or that they fulfil a statutory requirement.

It is **imperative** that all staff follow the procedures below when requesting to attend/access any external CPD:

1. Discuss the CPD opportunity with appraiser/team leader and seek approval;
2. Only one member of staff should attend any external CPD opportunity at any one time. There may be exceptional circumstances to this which will be approved only in agreement with the Principals;
3. Email the request to J. Read to seek approval and copy appraiser/team leader into this email;
4. Consult Megan Dowey to discuss any cover requirement and submit a request on Edupay;
5. Once the absence has been approved on Edupay (and not before), please liaise with the Finance Office who will book a place for the member of staff. Staff should **NOT** book their own places on courses;
6. Keep up-to-date records of external CPD attended on School IP.

## Appendix A – Peer Coaching Observation Proforma (to be completed directly on School IP)

**TEACHER:** \_\_\_\_

**COACH:** \_\_\_\_

**Group:** \_\_\_\_

**DATE/Period:** \_\_\_\_\_

Key Focus for observation (Core Teaching Principle from MCC L&T Policy):

- Prompt & purposeful start to lessons;
- Retrieval;
- Explicit & direct teaching;
- Modelling;
- Independent work;
- Purposeful feedback & review of learning;
- Literacy;
- Numeracy;
- Behaviour management/Teacher persona;
- Subject knowledge.

Give reasons for choosing this area of focus:

Student Focus (add name):

Student Focus (add name):

Student Focus (add name):

Strategies/techniques used by the teacher:

Strengths – impact on the learners:

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**Planned coaching questions for feedback discussion:**

What went well in the lesson? How do you know it went well? Describe what happened when...? When you did this... did you notice...? What were the underlying issues? What learning took place in the lesson? How do you know? <u>How did you develop your skills in terms of your key focus?</u>	What would it look like if everything was going right? How would you like things to be? How do you think an observer would see the situation? Have you seen anyone else doing this well? What would be a realistic target now?	What would you need to do to achieve this? What can you do immediately to make a start on this? What support are you likely to need? Who can provide the support? What are you going to do next? What resources will you need?
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**Agreed areas for ongoing development – relate to Core Teaching Principle/Key Focus & Appraisal Objective 3 (Maximum of 3):**

1:

2:

3:

## Final Section

# Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Policy to be approved by the Full Governing Body in February 2023

## Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
September 2022	September 2023	Associate Assistant Principal (Director of Professional Development & Behaviour Curriculum)
September 2023	September 2024	Associate Assistant Principal (Director of Professional Development & Behaviour Curriculum)
September 2024	September 2025	Associate Assistant Principal (Director of Professional Development & Behaviour Curriculum)