CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY

Next Gen Alternative Provision

Approved by:	Omar Salahuddin	Date: 08/04/25
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We believe that effective CPD contributes significantly to alternative provision improvement. An investment in the staff of an alternative provision has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the alternative provision.

In particular we believe that CPD is most effective when it is:

- **Owned by staff** – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- **Relevant to the context** – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- **Builds on existing expertise** – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- **Collaborative and supported from within the alternative provision** – the most powerful learning occurs when opportunity is provided for debate and reflection.
- **Sustained** – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- **Accesses external expertise** – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from Next Gen AP, within the inclusive campus or from another alternative provision; visiting professionals or artists; joining webinars, online networks or participating in virtual training etc

We believe that effective CPD practice leads to the following impacts:

- **Improves student learning**

  - students engaged in a dynamic learning programme with staff are more likely to achieve
  - staff who develop skills and confidence can provide effective learning experiences for a wide range of students

- **Improves teaching**

  - develops and sustains skills which enables staff to do their jobs effectively
  - updating knowledge
  - develops best practice
  - widens the repertoire of classroom skills
  - enhances strong practice
  - develops specialisations thus improving teaching quality
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- **Helps to support staff appropriately**

  - strengthens the recruitment and retention of staff
  - promotes personal and career appraisal enabling staff to make more informed choices about career pathways
  - informs the appropriate deployment of staff

- **Promotes a positive ethos and learning culture**

  - through high expectations
  - through discussion, dialogue, trialing and reflection
  - through building internal capacity
  - excellence in learning throughout the alternative provision

- **Improves leadership**

  - develops people's strengths
  - broadens people's ability to take a lead on whole alternative provision initiatives
  - develops people to take up new roles
  - develops an understanding of the context in which staff work at national, local and alternative provision level leading to greater cohesion in students' learning

- **Contributes to alternative provision improvement and transformation**

  - by engaging staff as learners in collaborative enquiry
  - by sharing the knowledge and skills of all staff
  - through collective responsibility for students and staff achievement
  - by valuing every individual

VALUES AND ENTITLEMENTS

All staff should take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of the alternative provision and have a right of access to CPD

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs Equally, governors need to have effective training in order to carry out their duties effectively.

There will need to be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle.

However, professional appraisal needs that individual staff have identified will also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement

CPD planning will be linked and integrated with the Alternative provision Improvement Plan and be based on a range of information and priorities:

- The needs of the alternative provision as identified through the Self Evaluation Form (SEF) and outlined in the Alternative provision Improvement Plan
- The needs of the alternative provision as identified through Warwickshire Quality Assurance reviews
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual student needs e.g. physical needs, communication, manual handling, behaviour, SEMH
- Curriculum appraisal
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including governors, students and parents
- Resources – e.g. membership of professional bodies; purchase of books/journals
- The alternative provision will ensure there is a budget put aside for CPD annually and that this budget is used to ensure best value. It will be used equitably across the whole staff.

APPRAISAL

- The alternative provision's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives.
- The alternative provision addresses the CPD needs of both teachers and support staff by ensuring that there are sound appraisal procedures in place with each member of staff having a named appraisee.
- At the meetings between appraiser and appraisee, the impact on performance of the appraisee's CPD is reviewed and recorded.
- The governing board will ensure in budget planning, that as far as possible, appropriate resources are made available in the alternative provision budget for any training and support agreed for appraisees.

- The headteacher will report to governors annually about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD.
- If there are competing demands on the alternative provision budget between CPD identified for a appraisee and the training and support which helps the alternative provision achieve its priorities, the alternative provision's priorities will have precedence; however the aim will be to meet all reasonable requests for CPD.

LEADERSHIP AND MANAGEMENT OF CPD

The Compliance Lead is also the CPD leader of the alternative provision. The CPD leader will receive training as appropriate in order to fulfil this role effectively and attend providers' sessions

There will be robust, transparent arrangements for accessing CPD that are known to all staff. These will be subject to regular monitoring to ensure that CPD is provided in a non-discriminatory way.

The alternative provision evaluates the impact that CPD has on teaching and learning and the progress that students make, including monitoring, observations, data collecting and appraisal

SUPPORTING CPD INITIATIVES

The alternative provision supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the alternative provision. These CPD approaches will include:

- Attendance at a course or conference including online courses and virtual learning platforms
- In-alternative provision training using the expertise available within the alternative provision e.g. behaviour management, sharing good practice, classroom observations, manual handling
- Alternative provision-based work through accessing an external consultant or relevant expert
- Peer coaching
- Professional networks with other special alternative provisions. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Links with SEN and other mainstream alternative provisions to develop inclusive practices
- Opportunities for teachers to develop their subject expertise
- Opportunities to participate in accredited learning
- Distance learning
- Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks

- Producing documentation or resources e.g. teaching materials, assessment package, DVD
- Course delivery- as part of the planned outreach programme, staff are encouraged to undertake delivery of CPD to other agencies within their own specialist areas e.g. SEN Training, Behaviour, Manual Handling, training for support staff
- Partnerships e.g. with a colleague, group, subject, phase, activity or alternative provision- based; team meetings and activities such as joint planning, research, observation, special project working groups.
- International work – opportunities to work with colleagues from special alternative provisions around the world
- Creating an improving learning environment within the alternative provision

SEMH CPD

Next Gen AP recognises that students with SEMH and BESD, have some unique needs.

A senior Leader leads the SEMH and BESD teams, ensuring good practice in these specialist areas of the alternative provision's work. The senior leader organizes and oversees CPD programmes for the staff concerned. These can be in-house training, (including peer support), or attendance on courses for individual staff according to recommendation/requests arising from their Appraisals. In addition, in-alternative provision training is conducted in groups or for the whole staff at regular intervals.

MONITORING AND EVALUATION

Staff are expected to fill in an 'Evaluation of Course' form when they return from an external course (see Blue Sky Platform). This identifies how the course will be fed back to other staff and whether the course would be beneficial for other staff to attend. This is monitored by the CPD leader.

The CPD leader writes an evaluation of staff inset throughout the year – both external and internal. This is discussed with governors and SMT. The evaluation is used to inform the next cycle of planning.

The CPD leader is responsible for monitoring CPD to ensure that it is at the centre of alternative provision improvement.