



Malden Oaks CPD policy

Introduction/principles

To reflect the principles/values of Malden Oaks we want staff to be:

- Creative
- Flexible
- Responsive
- Inclusive

The purpose of CPD is to support all staff in developing these attributes in relation to all aspects of our work, recognising that we are a community of learners. Through CPD the school will grow as an institution, teams will learn together and individuals will widen their expertise. The themes of the CPD programme will be a reflection of the school's values and development priorities as identified by the SLT alongside existing mechanisms such as Appraisal, School Development Plan, self-evaluation, national and local priorities and other internal and external monitoring and feedback evidence.

Scope of the policy

All members of staff will have access to support in their development from initial induction to progression into leadership roles. Appropriate CPD will be available for all staff including:

- Staff (including NQTs)
- Middle managers
- Senior managers
- The Headteacher
- Management Committee
- Secretarial and administrative staff



- Teaching assistants and Learning mentors
- Business manager

The CPD Leader provides and updates details of the range of opportunities available and is responsible for communicating relevant opportunities to appropriate staff. The information is kept updated and made accessible and available to the school community.

CPD Activities

Activities for CPD will include:

- On- line modules
- Sessions and activities led by Malden Oaks leadership team (seen as part of the professional development of school leaders)
- Collaborative activities (eg teaching, planning and assessment, Lesson Study, peer coaching and mentoring)
- Attendance at networks, conferences and courses
- Collecting pupil data, outcomes and feedback
- School visits to observe teaching in mainstream settings and talk to subject leaders
- Involvement with national initiatives
- Professional qualifications
- Practical experience eg exam marking, moderation
- Accessing support from external providers, Learning and Teaching Advisors
- Shadowing opportunities to observe experienced colleagues in another setting

Quality Assurance

The CPD co-ordinator will promote activities to staff and will be responsible for ensuring that CPD opportunities



- represent value for money,
- meet identified development priorities,
- are based on recognised effective practise
- are informed by current research or Ofsted evidence.

Evaluating the impact of CPD

To ensure that CPD has impact, the co-ordinator will discuss how best to share information from CPD sessions with other staff. Three months after a session feedback will be sought and recorded on impact and developments in practice (eg increased staff confidence, increased evidence of reflectivity).

Measures used to determine the impact of training and development will be drawn from:

- Individual student and school attainment
- Participant evaluation
- Student voice
- Student engagement and commitment to learning
- More effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches
- Staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness
- Recruitment and retention
- Career progression/promotable staff.

Malden Oaks



Investing in success

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These might be evident through Learning Walks, book scrutiny and notes from observations.

The knowledge and skills gained through CPD will support individual, team, school and national priorities.