

BSC YL Continuing Professional Development (CPD) Policy

CPD Principles at BSC-Young Learners

We believe that effective CPD contributes significantly to school improvement. An investment in the staff of a school 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 school.

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

- **Owned by BSC YL Central team members** - should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop.
Where team members are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- **Industry CPD standards for seasonal staff** – Seasonal team members are given many opportunities to complete CPD training across the academic, safeguarding, prevent, first aid and fire marshal training sectors
- **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 school** – 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 an online course; it may be in the form of an external course; it may be ideas provided by a mentor or coach, within BSC YL or from another educational supplier; visiting professionals; joining webinars, online networks or participating in virtual training etc

BSC YL believe that effective CPD practice leads to the following impacts:

- **Improves student learning and the student journey**
 - 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
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- **Improves educating**

- 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
- **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, trialling and reflection
 - through building internal capacity
 - excellence in learning throughout the school
- **Improves leadership**
 - develops people's strengths
 - broadens people's ability to take a lead on whole school initiatives
 - develops people to take up new roles
 - develops an understanding of the context in which staff work at a full time and seasonal level leading to greater cohesion in students' learning
- **Contributes to collaborative wide 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
- **Company Values and Entitlements**
 - all staff are encouraged to take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of their year-round school and seasonal YL school 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.
 - there is 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 annual BSC YL Organisation Plan and be based on a range of information and priorities:
 - 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, autism

Curriculum appraisal

Health and safety

Safeguarding

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 school 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 CPD policy will be informed by the training and appraisal needs identified in individual appraisal objectives.
- The school addresses the CPD needs of both teachers and student services staff by ensuring that there are sound appraisal procedures in place (please refer to the [BSC YL Appraisal Policy](#)) with each team member having a named appraisee (typically their Line Manager.)
- At the meetings between appraiser and appraisee, the impact on performance of the appraisee's CPD is reviewed and recorded.
- The Managing Director will ensure in budget planning, that as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.
- The Academic Operations Manager will report to the BSC YL Operations Manager (who will report to the Managing Director) 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 school budget between CPD identified for an appraisee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however, the aim will be to meet all reasonable requests for CPD.

- **Leadership and Management of CPD across BSC-Young Learners**

The CPD leaders of BSC Young Learners are:

- Managing Director – Full time BSC YL Central Operations
- Operations Manager – Centre Managers, Activity Managers, Welfare Managers, Activity Leaders and Welfare Leaders
- Academic Operations Manager – Seasonal Academic Managers and Teachers

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 school 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 school 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 school. These CPD approaches will include:

- Attendance at a course or conference including online courses and virtual learning platforms
- In-school training using the expertise available within the school e.g. behaviour management, sharing good practice, classroom observations, manual handling
- School-based work through accessing an external consultant or relevant expert
- Peer coaching and critical friends
- Professional networks with other special schools. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Opportunities to participate in accredited learning
- Distance learning
- Practical experience e.g. opportunities to contribute to a training programme, involvement in local networks
- Producing documentation or resources e.g. teaching materials, assessment package
- 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. SEND Training, Behaviour, Manual Handling, training for support staff
- Partnerships e.g. with a colleague, activity or school based; team meetings and activities such as joint planning, research, observation, special project working groups.
- Creating an improving learning environment and culture within the school

Monitoring and Evaluation

- Staff are expected to fill in an 'Evaluation of Course' form when they return from an external course. 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 throughout the year – both external and internal. This is discussed with the 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 staff improvement.

List of CPD courses across BSC-Young Learners

Subject/Area	Course/s	Attendees/notes
Safeguarding for Young Learners	English UK - Level 3 Safeguarding for Young Learners – Designated Safeguarding Lead	BSC YL Central and Centre Management
	English UK - Level 3 Safeguarding for Young Learners – Designated Safeguarding Lead – Refresher	BSC YL Central and Centre Management – certs that have expired after 2 years
	Level 1 – Safeguarding Young Learners	Centre Management train teachers, activity leaders and welfare leaders onsite at the centre
Prevent Duty	Prevent training delivered by DSL	Centre Management and all Centre Staff
Health and Safety	First Aid – Emergency at Work	All Centre Management during inductions
	Fire Marshal training	Centre Management and Welfare team at the centre
Academic	Weekly BSC YL internal development sessions Pre- Course Academic Management training Weekly 1:1 support sessions for AMs	Teachers and Academic Managers
Inductions specific to roles	Centre Management - Operational training planned for every role	Delivered by Line Manager to Centre Management (4-day duration)
	Non-Management staff inductions – onsite	Centre Management host 2 day training for their teams

Last updated, Janaury 2022
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