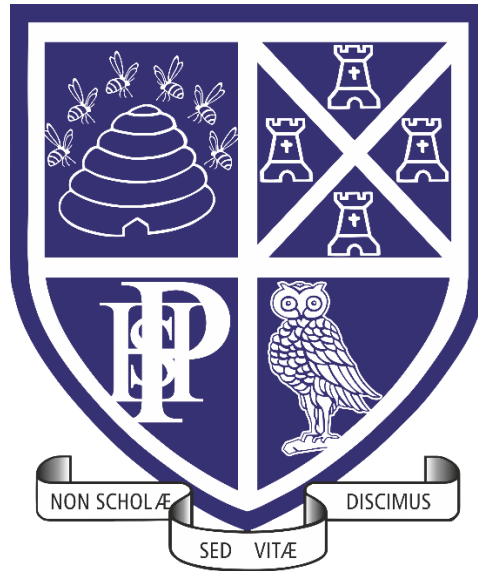# Plymouth High School for Girls

Continuing Professional Development Policy

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Plymouth High School for Girls
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Date	Version No	Brief detail of change

Plymouth High School for Girls
Continuing Professional Development Policy

1. Purpose and Scope

1.1. This policy sets out our approach to continuing professional development for all staff, including teachers, support staff, leaders, Initial Teacher Trainees and Early Career Teachers. It ensures that all staff are supported to grow, develop and refine their practice in alignment with our school vision, the strategic priorities of the Thinking Schools Academy Trust, and national frameworks including the Teachers' Standards, the Initial Teacher Training Core Content Framework, and the Early Career Framework.

1.2. CPD is not an isolated activity but an embedded culture of inquiry, reflection, coaching and learning. It enables all staff to contribute meaningfully to the life of the school and ensures that pupils receive the highest quality of education.

2. Vision and Values

2.1. Our motto, *Non scholae sed vitae discimus* ('For life, not school, we learn'), applies as much to staff as it does to students and encapsulates the spirit in which we approach professional development. As a University of Exeter-accredited Thinking School, we believe that all staff are lifelong learners and that schools function best as communities of professional growth. The professional development offered at PHSG is not only intended to benefit the school, but also to support everyone's professional journey, equipping them with skills and insights that will serve them throughout their careers, both here and in any future settings they may join.

2.2. Staff are expected to model and promote the thinking, learning and reflective habits that we also seek to instil in our students. CPD is therefore not only a means to improve outcomes, but an expression of our ethos and our belief in the capacity of every colleague to flourish in their role.

3. Alignment

3.1. The Trust Development Plan aims to advance three foundational priorities in our school:
- Strong Policies
- Strong Leaders
- Strong Services

This policy supports the 'Strong Policies' priority.

3.2. Within the 'Strong Policies' priority area, a number of policies are categorised within the 'MADE Framework'. It asserts that outcomes are MADE by our mission to:
- **Motivate all**; ensure our students have the best support, encouragement and guidance to achieve strong outcomes and transform their life chances
- **Analyse & Act;** use quantitative and qualitative data effectively to drive strong outcomes and thus transform life chances
- **Decide & Drive**; support strong leaders to deliver strong outcomes that will transform life chances
- **Educate All**; ensure we have a strong cognitive education provision, to support all learners to achieve strong outcomes that will transform their life chances.

This policy sits under the **Educate All** strand of the MADE framework.

3.2. Our CPD strategy is directly informed by our CPD principles. These principles are themselves rooted in high-quality evidence, particularly from the Education Endowment Foundation, and represent a research-informed

approach to professional learning that is both ambitious and sustainable.

3.3. Six core principles shape the design and delivery of our CPD:

3.3.1. **Relevant and Evidence-Informed** – Training is aligned with the needs of our school community, our curriculum priorities and the professional learning needs of individual staff. Evidence from the EEF, subject associations, and the Core Content Framework underpin our CPD offer.

3.3.2. **Memory Matters** – CPD takes account of cognitive science and the way adults learn. We minimise cognitive overload by reducing split attention, using dual coding, and spacing and revisiting key content.

3.3.3. **Model then Rehearse** – Professional learning includes clear modelling of effective strategies and opportunities for staff to rehearse, adapt and refine these practices in a low-stakes environment.

3.3.4. **Feedback to Feed Forward** – Constructive feedback is built into all CPD activity. Staff receive coaching and feedback to support growth, and those delivering CPD are also supported to reflect and improve.

3.3.5. **Sustain and Adapt** – One-off CPD sessions are insufficient. Instead, our professional development offer is part of a sustained and adaptive programme that revisits core messages and adjusts to staff and student needs.

3.3.6. **Own It** – Every member of staff is expected to take professional responsibility for their development, engaging with opportunities for improvement, reflecting on impact and seeking feedback from peers and leaders.

4. CPD Formats and Delivery

4.1. CPD is delivered through a range of formats to meet the varied roles and responsibilities within the school. These include whole-school INSET days, weekly CPD briefings and twilights, subject-specific and departmental sessions, Trust-wide development events, external conferences and qualifications, and in-school coaching and mentoring.

4.2. A clear annual CPD calendar is published at the start of the year and is responsive to evolving school and national priorities. Additional CPD opportunities may be added during the year in response to QA outcomes, curriculum developments or Trust-wide initiatives.

4.3. Lesson study, peer observation, instructional coaching and Think Ahead self-reflection tasks are embedded into our professional culture and offer valuable, sustained and personalised development pathways.

5. CPD by Role and Career Stage

5.1. CPD provision is differentiated to ensure staff receive training and support that reflects their career stage, job role and responsibilities.

5.1.1. **Initial Teacher Training (ITT)** are supported in school by trained mentors and receive weekly one-to-one mentoring, structured around the Department for Education's ITT Core Content Framework (CCF).

5.1.1.1 This framework sets out the minimum entitlement of ITTs to training in five core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours, with evidence-informed guidance underpinning each. At PHSG, all mentors are trained to deliver this entitlement effectively and adapt it to the subject and phase context of the trainee.

5.1.1.2. Our ITT provision is delivered in partnership with SWIFT, who provide the external training, assessment, and QA as the accredited provider. ITTs are entitled to a reduced training timetable, sufficient protected time for training and planning, access to a subject expert mentor, and involvement in professional dialogue and whole-school CPD wherever practicable. Trainees are expected to engage in statutory training (e.g. safeguarding, Prevent, GDPR, health and safety) alongside staff, and are included in departmental meetings. The ITT experience at PHSG aims to meet and exceed the CCF expectations, supporting high-quality initial preparation for the profession.

5.1.2. **Early Career Teachers (ECTs)** follow the full statutory two-year induction programme in line with the Early Career Framework (ECF).

5.1.2.1. This framework builds upon the Core Content Framework and entitles ECTs to training, mentoring, and support in the same five core areas, delivered through a fully funded national provider programme by Teach First. Our ECF provision is delivered in partnership with SWIFT Kingsbridge, who act as both delivery partner and Appropriate Body.

5.1.2.2. ECTs are entitled to a 10% reduction in teaching timetable in year one, and a 5% reduction in year two, allowing them additional time for professional learning. They receive weekly meetings with a trained in-school mentor in year one and fortnightly meetings in year two, focused on instructional coaching and evidence-based improvement. ECTs participate in regular ECF training sessions facilitated by SWIFT, mapped to the Teachers' Standards, which underpin all formal reviews and summative assessments during the induction period.

5.1.2.3. Their development is monitored through a combination of lesson observations, mentor feedback, formative review meetings, and summative assessment points at the end of each induction year. ECTs also engage in statutory training, whole-school CPD, and subject-specific CPD as appropriate to their role and phase. The overall aim is to build confidence, competence and professional identity within a strong community of support.

5.1.3. **Classroom Teachers** are provided with CPD linked to the RESPECT Framework and the Seven Principles of Thinking, Teaching and Learning. They should also receive subject-specific training from Curriculum Leaders or departmental colleagues, coaching opportunities as well as opportunities to reflect on practice against the Teachers' Standards.

5.1.4. **Middle and Senior Leaders** are supported to engage with, where available, NPQ qualifications, professional apprenticeships, Trust-led leadership development and role-specific CPD in line management, coaching, safeguarding, quality assurance and curriculum development.

5.1.5. **Support Staff** access statutory CPD relevant to their role and are encouraged to pursue role-specific development, such as thinking tools, student support, curriculum intervention or career development opportunities.

6. Statutory and Compliance Training

6.1. All staff are required to complete statutory training. This includes, but is not limited to, safeguarding and child protection (with annual KCSiE updates), Prevent duty, GDPR and data protection, online safety, fire safety, first aid (where appropriate), manual handling (if relevant), health and safety, whistleblowing, and equality and diversity.

6.2. Statutory training is delivered through a combination of in-person sessions and online iHasco modules and is

tracked centrally by the Headteacher, Thinking Horizons and the DSL to ensure compliance and timely completion.

6.3. Any new national or Trust requirements for compliance training will be added to the CPD programme accordingly.

7. Evaluation and Quality Assurance

7.1. The implementation, quality and impact of CPD is monitored by the Assistant Headteacher for Thinking, Teaching and Learning, in collaboration with the Assistant Headteacher responsible for CPD and line managers across all teams.

7.2. CPD is subject to rigorous and multi-layered quality assurance:

7.2.1. **Staff Development and Think Ahead Reflections** – All staff should reflect on any recent CPD participation through the Think Ahead platform, including next steps.

7.2.2. **Observation and Feedback** – Coaching observations, peer visits, and developmental drop-ins provide valuable insight into whether CPD is leading to improved classroom practice and pupil outcomes.

7.2.3. **CPD Session Reviews** – Feedback is routinely collected after whole-staff and departmental CPD to inform future design, adapt delivery and improve relevance.

7.2.4. **Student and Curriculum Impact** – Where appropriate, pupil voice, learning walks, book looks and assessment data are used to evaluate the impact of CPD on teaching quality and learner progress.

7.2.5. **Internal and External QA** – The school participates in Trust-led CPD QA processes, including compliance checks, surveys and observations.

8. Responsibilities

8.1. All staff have a statutory responsibility to engage fully with the CPD programme, complete all mandatory training, reflect on their development and take an active role in improving their practice.

8.2. Line managers and middle leaders are expected to support staff development by identifying needs, promoting relevant CPD, coaching and mentoring colleagues, and modelling professional learning behaviours.

8.3. The Assistant Headteacher responsible for CPD oversees the design, coordination and quality assurance of CPD, working closely with Trust colleagues to ensure fidelity to TSAT principles.

9. Monitoring and Review

9.1. This policy will be reviewed annually by the Assistant Headteacher responsible for CPD and the Senior Leadership Team, considering Trust updates, staff feedback, QA findings and national developments.

9.2. This policy should be read alongside key documentation including:
- Thinking, Teaching and Learning Policy
- Trust CPD Principles
- Safeguarding Policy

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- Appraisal and Capability Policy
- Staff Code of Conduct
- Initial Teacher Training Core Content Framework
- Early Careers Framework
- Teachers' Standards (England)