



Saint Joseph's
CATHOLIC SCHOOL

Staff Professional Development Planning Policy

Version 1.5 – September 2025

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY



Success Criteria:		
All staff will understand the importance of CPD and take responsibility for their own personal development.		
<p>Context/Aim:</p> <p>St Joseph's is committed to the continuing professional development of teachers. The ongoing training and development on teaching staff will provide benefits for the school in terms of children's learning, developing teaching resources, teacher development and motivation and it is part of the on-going commitment to high performance focused on effective teaching and learning.</p> <p>The teaching staff is the most important resource that the School has. The Governors recognise this and seek to promote an environment in which all staff are valued and receive proper recognition for their work and contribution to school life.</p> <p>The Governors seek to offer training and support to staff, both collectively and individually, to enhance their professional development, to increase their sense of worth and to enrich the staffing resources of the School by improving performance and extending competence. The Governors further recognise the need to support all members of staff with regard to their long term career development.</p> <p>The implementation of this policy will take account of the priorities identified in the School Development Plan and the principles underlying the Staffing and Pay Policy.</p>		
Monitoring Procedures:		
<p>By Whom:</p> <p>Governors' Staffing Committee and Deputy Head with responsibility for CPD</p>	<p>When:</p> <p>Biennially</p>	<p>How:</p> <p>Staff Surveys Exit Interviews</p>
Evaluation:		
<p>By Whom:</p> <p>Governors' Staffing Committee and Deputy Head with responsibility for CPD</p>	<p>When:</p> <p>Biennially</p>	<p>How:</p> <p>Staff surveys and yearly report by Deputy Head teacher</p>

Revision History:			
Version	Approved and Ratified	Review Date	Additional Notes
V1.5	September 2025	July 2027	<p>Reference to Beacon Teachers</p> <p>Reference to WalkThrus Resources, SSSCPD and PIXL.</p> <p>Removal of Sharepoint, TLC and 15-minute forum references</p>



V 1.4	September 2023	May 2025	-
V 1.3	May 2021	May 2023	-
V 1.2	January 2019	January 2021	-
V 1.1	January 2017	January 2019	-
V 1.0	December 2015	December 2016	New Policy

Key Personnel:

Headteacher	The Head teacher has overall responsibility and final sign off of any training.
Deputy Head	The Deputy Head teacher (lead on CPD) has responsibility for ensuring an intelligent programme of staff development is in place.

Vision Statement:

Vision

St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts**. In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

The process the school will follow has three stages so ensure the vision is fulfilled.

- a. Raising Standards*
- b. Embedding strategies and honing consistency*
- c. Building and sustaining excellence*

Mission Statement

The school has recently reviewed and launched its new mission statement that supports the School Vision. This mission statement focuses minds and permeates throughout every action of every member of the school family. It is the bond, the 'St Joseph's Why', it is the lens that everyone sees through and the quietly beating heart of the school. 'With God's love and inspiration, we aspire to achieve excellence.'



National Policies and guidance/courses referred to and incorporated into SJCS Policy:	
Document/Course Title:	Document/Course Date:
Teaching Standards (DfE 2012)	-
Early Careers Framework (DfE 2019)	-
Induction for ECT – Statutory Guidance (DfE revised guidance 2021)	-
ECF, National College of Teaching Webinar	April 2021
Swindon & Wiltshire Teaching School Webinars	September 2021-July 2025
Swindon & Wiltshire Teaching School Hub Appropriate Body Documentation and Training	March 2023-July 2025

Other SJCS Policies that relate to this Policy:
ITT Policy
ECT & New Staff Induction Policy
Pay Policy
Teaching & Learning Policy



Staff Professional Development Planning Policy

Introduction to the Policy

A school is only as good as the teachers it has as it is good teaching that makes all the difference. Education has been changing rapidly in the last ten years and as such the face of CPD has also evolved; the CPD landscape is a much more collaborative approach where teachers are doing it for themselves. A truly personalised programme is needed as no two teachers are the same and as such an approach needs to be taken where teachers can take control over their own CPD journey (albeit directed also by the school's development priorities).

With this in mind, fostering a culture of sharing best practise to improve teaching and pupil outcomes, combined with attendance at external courses will enable St Joseph's CPD programme to be truly dynamic and beneficial for all stakeholders.

The Aims

The focus of CPD at St Joseph's is for teachers to seek continuous improvement and this will be achieved through a rich and varied ongoing programme of activities that will enable reflection on our practise.

The aims of CPL at St Joseph's:

- To enable teachers to plan, deliver and evaluate the best possible lessons they can, resulting in the best possible learning and best possible outcomes for pupils.
- To enable leaders to be aware of and reduce variability in their teams.
- To get teachers excited about teaching.
- To get teachers talking about teaching.
- To get teachers planning and evaluating their learning together.
- To get teachers observing and learning from each other.
- To get teachers sharing.

We foster this through the activities on offer and culture that we develop across the school.



The Layered Approach

To achieve these aims we will adopt a layered approach, where appropriate using specialists across the school to deliver and engage in a range of activities. The specialists are called Beacon Teachers and will have a substantial role to play in terms of mentoring and coaching and leading CPD sessions.

Blanket

This is important development that all teachers need to be involved in and aligns with the whole school improvement priorities

This will be delivered through INSETs, Staff Meetings & Appraisals, T&L Staff Briefings each Monday morning, Engagement in the WalkThrus Programme, BlueSky self-reflections against the teacher standards, Monday evening directed time programme (including book reviews, moderation of work, curriculum reviews, implementing school-wide initiatives). Deputy Headteacher will also give each half term a pedagogical theme and will write a T&L Bulletin each half term. Learning Walks will provide a good opportunity for identifying staff needs and also giving other members of staff an opportunity to jointly observe with SLT.

Optional

These will be a range of developmental activities that teachers can opt into with a view to personalising their CPL thus allowing them to follow their own interest (also aligned to school development priorities).

This will be delivered through extra engagement in the Walk Thrus Resources, Learning Walks, engagement with PIXL – either through online resources or events and webinars, peer observations, social media, school visits, external courses and use of the CPD Library in the staffroom.

Directed

When staff are underperforming, they will be directed to engage in specific developmental & support work.

This will be delivered through coaching and mentoring and will usually involve Beacon Teachers and / or SLT; if for a particular class/individual this could be undertaken in conjunction with Heads of Year or Heads of Department.

The Deputy Head may also see fit to direct the member of staff to the WalkThrus programme or engagement with PIXL sessions.

Determining Training and Development Needs:

- Individual staff training needs are identified through the teachers' Appraisal Scheme; this to be done initially as a teacher self-reflection against the teacher standards on BlueSky, the provision for Early Careers Teachers (ECTs) and the priorities established in the School Development Plan.





- Whole staff training needs are identified as part of the annual school improvement plan by the Leadership Team
- The Staff Development Budget is managed by the Bursar and the Deputy Headteacher who is lead on CPD.
- At least five days each year are designated for whole staff training. The Deputy Headteacher who is lead for CPD, working to the agreed training requirements, is responsible for the arrangements.
- Individual staff apply for courses etc. following the procedure outlined in Annex A.
- Additional support and training are provided for members of staff new to the school or profession (see ITT Policy & Induction Policy)
- Learning Walks will be used to help identify staff's development needs

CPD Activities at St Joseph's School

CPD Board in staffroom

- CPD should not just be seen as courses. What we are trying to encourage is a sharing of best practise and a culture of collaboration not competition (ie. Where teachers share what works rather than keep it to themselves to give them an advantage over their colleagues!). The staffroom is a vital space in the school that will can be utilised to achieve this.
- On the board are sections for:
 - Upcoming events/important CPD dates for the half term/term (INSETs/ Directed Time Focus).
 - WalkThrus
 - Termly T&L Bulletin
 - CPD menu at St Joesph's
- A T&L library

Walk Thrus

The WalkThrus booklets and online resources have been put together by Tom Sherrington & Oliver Caviglioli and endorsed by the good and the great of current pedagogical thinking (Dylan Wiliam, Mary Myatt, Sonia Coe, John Tomsett, Craig Barton and Rob Coe). They embrace Rosenshine's principles of instruction and provide proven and effective strategies to use in the classroom.

The WalkThrus book and online resources provide **5 easy steps to practise and master different areas of pedagogy** – they are all based on pedagogical research and years of best practise.



These booklets and online resources are practical CPD that will enable all teachers to develop their own personal practice and also the collective practice across school. Mastering two areas each half term will enable staff at St Joseph's to develop best practice across school and also ensure that there is a consistency of approach school wide.

Each member of staff is given access to the online resources and all will be expected to pick two areas of practice to practise and master each term – this will be in line with school priorities. Departments will set aside time to discuss the walk thrus as part of their department time.

As well as engaging with the whole school focus each term, staff can engage with the online resources as they see fit and can choose to explore more areas to help develop their practice.

The online resources will also be used during T&L briefings and directed time sessions as part of the ongoing CPD programme at school.

Staff complete a reflective log at the end of each term reflecting on what has worked and future steps.

Professional Learning Visits

- Giving staff the opportunity to visit neighbouring/nearby schools. To do this effectively it is vital to ensure the visiting teacher has a focus for the visit and also completes a review of the visit which could be shared with other members of their department/school.

Coaching and Mentoring from Beacon Teachers for Staff Needing Extra Support

- Following learning walk analysis, teachers identified as needing extra support will be paired with Beacon Teachers who can help to coach them in the area of pedagogy which has been identified as a developmental need.
- An appropriate number of sessions will be agreed on prior to the coaching beginning and time will be made available so that staff can observe part of a lesson and meet to discuss the aspect for improvement and coach on how to improve.
- As part of this instructional coaching, teachers will 'script' / rehearse what to say/do.
- This will then be put into action during subsequent lessons and reviewed at the next coaching observation and meeting.
- SLT, Heads of Department and Beacon Teachers could all be coaches.



Weekly T&L Briefing

- Monday morning briefings devoted to T&L in school – best practise sharing from peers and also Walk Thru online clip sharing as appropriate to the termly focus.

Termly T&L Bulletins

- A regular T&L bulletin focusing on the chosen theme for the half term. Directs staff to the relevant Walk Thru resources to engage with.
- Includes links through to topical research / blogs
- Includes best practise sharing from peers

Directed Time & Twilights

- Each Monday after school is given to directed time where CPD is delivered and meetings and discussions on school initiatives take place.
- The time rotates between Pastoral and Academic Foci
- There is also a session set aside for SEN CPD each half term.

PIXL Membership

- As a PIXL School we have access to a wealth of resources and networking opportunities.
- The Deputy Headteacher, as Raising Standards Lead, will liaise with members of staff at all levels regarding engagement at appropriate:
 - Events
 - Surgeries
 - Webinars
 - Networking opportunities

SSSCPD Safeguarding Training Suite

- St Joseph's uses SSSCPD Safeguarding Training Suite and ensures that all staff have access to and engage with relevant Safeguarding training for their role.
- Records are kept centrally

Monitoring

This policy is monitored by the Deputy Head teacher with responsibility for CPD and the Head teacher.



Annex A

Application Procedure for Staff to Attend Courses and Conferences

INTRODUCTION

This Procedure applies to individual members of the Teaching and Support Staff who wish to attend courses and conferences.

APPLICATION PROCEDURE

The approval of the Head of Department and/or Line Manager should be gained for any application to attend INSET whether during the working day, at weekends or during holidays.

The applicant should complete an Inset request on-line on the BlueSky website (including booking details - full details of the organiser and contact details, and the cost of the INSET if not free).

After completion by the applicant, line manager/head of department will approve the course. This will then be checked by the Head's PA to ensure that this course does not clash with any events in the school calendar/diary. Once approved by Head's PA the Deputy Head who is lead on CPL will approve the course.

The bursar will check availability and book the course.

It is also the responsibility of all members of staff to inform the Deputy head via BlueSky of any change to the application, such as over-subscription, changed dates or times, substitution by another member of staff or a cancellation for personal reasons. The Deputy head is then to inform via BlueSky the Bursar and Head's PA. Similarly, the Deputy Head teacher is to inform applicants of any changes if so, informed by INSET organisers.

Any fees for INSET are usually paid by the Finance Department upon receipt of invoices. Applicants should not fund any advance payment personally except with the agreement of the Finance Department.

Once a course has been completed a notification will be sent from BlueSky asking the applicant to evaluate the training given. This will be logged on Blue Sky and will enable the school to analyse the effectiveness of course on classroom practise and also therefore on pupils' learning experience.



MONITORING OF THE PROGRAMME

The Deputy Head teacher who has the responsibility for CPD will manage:

- The internal programme of CPD events including content of Monday T&L briefings, T&L bulletin, directed time, TD Days
- The use of Beacon Teachers and Coaching and Mentoring at school
- The co-ordination of PIXL events
- The termly Walk Thru focus

CONSULTATION AND REVIEW

The policy will be reviewed every two years. In school, staff will be engaged in discussion about the policy and its values. The views of parents, staff and governors regarding the content or operation of this policy should be submitted to the Head teacher.