

CPDL is the means by which professionals reflect upon, maintain and enhance their knowledge, understanding and skills. CPDL can involve any relevant **learning** activity, whether formal and structured or informal and self-directed.

What are the key **opportunities for CPDL** available (or that we encourage) at Waddesdon School?

1. High quality line management
 - a. High quality conversation through regular meetings and day to day interaction
 - b. Coaching and mentoring
 - c. Instructional Coaching conversations following observation
 - d. Providing CPDL opportunities (e.g. writing a SoW, chairing a meeting etc.)
2. High quality training from Subject Leaders and Heads of Year
 - a. Coaching and mentoring
 - b. High quality use of meeting time to focus on training and CPDL needs for department/team
3. Successfully using appraisal
 - a. As a means of identifying and prioritising CPDL needs. Fully filling in the 'CPDL needs' section.
 - b. To set a **Personal Pedagogy** CPDL based objective through the appraisal targets
4. Instructional Coaching programme
 - a. High quality coaching & support following instructional coaching cycles (3 per year).
 - b. Part of appraisal requirement & available for additional support
5. Subject specific CPDL meetings and engagement linked to the **Familiar Fundamentals**
6. Personal CPDL ventures
 - a. Such as master courses, PHD, research etc.
7. CPDL through other meetings – such as the curriculum meeting, heads of year meeting etc.
8. CPDL through bespoke school CPDL programmes e.g Trainee/ECT/New staff PDP/Induction Sessions, individual mentoring support sessions, Instructional Lesson Coaching
9. Being part of Whole school working groups e.g. Christian Ethos, Social Justice groups
10. MER based CPDL
11. CPDL through the 'CPDL Pathways', including:
 - a. New staff and NQT programme
 - b. Growing Great Teachers (second year teachers and others)
 - c. Subject Leader Support programme (internal)
 - d. Middle and senior leadership training (external- NPQ programmes)
 - e. Participating in the 'Growing great coaches' Programme
12. Attending external training
 - a. Subject specific or thematic (e.g. new syllabus training, ipads etc.)
 - b. NPQ Programmes
13. Taking on whole school roles and responsibilities (Especially relevant for UPR and Post Threshold Standards)
 - a. Helping with book looks, running an extra-curricular club, delivering assemblies etc.
14. Leading training or coaching
 - a. Being an instructional coach
 - b. Supporting the 'Growing great coaches' Programme and wider school instructional coaching
 - c. Running training for ECTs and ITTs
 - d. Delivering whole school training (teach meet etc.) or training for groups of people (ITT)
 - e. Mentoring an ECT/ITT.
 - f. Running a T&L session
 - g. Providing resources linked to Familiar Fundamentals
15. Carrying out additional reading around a subject – Linked to Personal Pedagogy
16. Having professional conversations and dialogue about areas of interest and positively changing practice as a result
17. Reflecting on your lessons, and actively making changes to the way in which you teach
18. Observing other teachers (as a means of enhancing your own practice in an area) or gaining feedback from those that observe you.

What are your CPDL needs, and how do you plan to take ownership of those needs?

Take some time out to read through the opportunities listed below. Circle/highlight the ones you would like to explore over the coming year. Many of these opportunities can link to your appraisal objectives and CPDL needs.

I want to advance my classroom practice	I want to advance my understanding of the exam process – leading to outstanding results for my groups.	I want to become a middle leader	I want to advance as a middle leader (potentially to senior leadership)	I want to advance my skills (and potentially career) by contributing to the wider needs of the school/department
<i>CPDL avenues to explore</i>	<i>CPDL avenues to explore</i>	<i>CPDL avenues to explore</i>	<i>CPDL avenues to explore</i>	<i>CPDL avenues to explore</i>
A) Attend directed time CPDL sessions and try out new ideas in classroom	B) Visit another school/department	B) External middle leadership course (e.g. NPQLT or NPQBC)	A) LMT Secondment	C) Deliver assemblies
C) Participate in voluntary observation of other teachers	B) Participate in exam board training or external exam paper marking	A) LMT Secondment	A) Training offered through meetings, such as 'Curriculum Meeting'	C/D) Run an extra-curricular club (*)
A/C) Attend additional T&L sessions e.g. Designing great Assessment	C) Partake in additional reading around my chosen subject	B) Other external courses	B) External training such NPQLT or NPQSL	C/D) Mentor an ECT or ITT (*)
A) Identification and focused steps on a personal pedagogy that will have a direct focus on your classroom practice.	C) Investigate syllabus, past papers, examiners reports, recalled papers etc. to enhance understanding.	C) Shadow a middle leader	B) Engage with a successful department in another school	C/D) Writing SoWs or taking on departmental responsibility (e.g. presenting at a department meeting)
B) Attend an external course specific to your area of classroom practice	C) Offer end of year revision sessions, targeted at sub-groups	C/D) Lead training for the team (e.g. at a department/team meeting) (*)	C/D) High quality dialogue in line management meetings	D) Delivering INSET training (whole school, or to a group such as ECTs)
C) Request 1:1 coaching/training/observation support from LMT, subject leader or another	C) Observe other teachers with a focus on good practice with exam groups	C/D) Delivering INSET training (whole school, or to a group such as ECTs) (*)	D) Become a coach e.g. instructional coaching programme	D) Present at a 'teachmeet' or other INSET training
C) Observe other teachers with a focus on my chosen area of classroom practice	C/D) Develop tracking systems, to carefully monitor the progress of individual students, facilitating intervention	C/D) Mentoring an ITT/ECT (*)	D) Delivering INSET training (whole school, or to a group such as ECTs)	C/D) Running a trip or partaking in other training such as first aid
C) Partake in additional reading around my chosen area of practice		A/C) Participate in Growing Great Teachers/Coaches programme	A/C) Attend additional T&L sessions e.g. Designing great Assessment	A/C) Attend additional T&L sessions e.g. Designing great Assessment
C) Seek student voice feedback & act upon it		C/D) Taking on small areas of responsibility within team (e.g. writing SoW etc.)	A/C) Engage with current research, thinking and writing on effective practice in the classroom and share with colleagues e.g. 5 Min Fundamental video	A/C) Engage with current research, thinking and writing on effective practice in the classroom and share with colleagues e.g. 5 Min Fundamental video
A/C) Engage with current research, thinking and writing on effective practice in the classroom and share with colleagues e.g. 5 Min Fundamental video		A/C) Engage with current research, thinking and writing on effective practice in the classroom and share with colleagues e.g. 5 Min Fundamental video	A/C) Participate in Growing Great Teachers/Coaches programme	A/C) Participate in Growing Great Teachers /Coaches programme
A/C) Participate in Growing Great Teachers programme/ Extended Instructional Coaching programme		A/D) Working as a coach on an instructional coaching cycle		
A) Instructional coaching cycles				

- A. CPDL is internally provided
- B. CPDL is externally provided
- C. CPDL is self-driven or driven through dialogue with others – **NOTE how much CPDL has to be self-driven...**
- D. CPDL may be offered or encouraged e.g. by a Subject Leader

Additional Appraisal guidance for non-teaching staff whose roles are both classroom and/or non-classroom based

You **begin your appraisal plans** for 2022-2023 by considering which aspect(s) of your practice you would like to advance, thus allowing you to connect to your objectives

LSAs are encouraged to use the Familiar Fundamentals to also identify a personal pedagogy as outlined in the steps on page 1.

You may wish to consider carefully which elements of your practice you would like to advance from the areas below:

Professional Conduct	Skills, knowledge & understanding	Working with others	Other
Application of policies & practices	Knowledge, expertise and skills required for role	Working relationships	Wider school community
Professional values & behaviour	Application of training	Communication with colleagues	Future career aspirations
Safeguarding	Planning and time management	Communication with stakeholders	Innovations
Self-evaluation	Proactive in accessing support	Support of students/staff	Other relevant aspects of your role

Once you have selected the areas that most interest you or that you would like to advance, **use these as a starting point to formulate appraisal objectives.** Your support, training and development needs should therefore link directly to your three appraisal objectives:

See below for examples if you wanted to look at your current skills & knowledge:

Skills, knowledge & understanding

Objective	Actions	Success Criteria	Support, training or development
LSA- To expand my understanding of the Familiar Fundamental-Modelling/Direct instructions to support SEND students with ASD	Apply learning of the familiar fundamental modelling, in small group sessions Apply understanding of the process of direct instruction to support students with ASD in lesson you support	Modelling is used to support students understand and is reflected in their progress in Direct instruction supports the progress of students.....	Access research in the familiar Fundamentals booklet Attend training sessions on specific Familiar Fundamentals Discuss with teachers what approaches are most effective for specific individuals
Office staff- To support the administration processes required for the CENSUS by improving my understanding of effective data inputs into SIMS	Access training via xxx Review previous issues with CENSUS/SIMS Seek guidance from experienced members of staff/ other professionals	CENSUS runs smoothly & accurately with no errors	SIMS training on XXX Support developing understanding of CENSUS
Kitchen- To ensure my application of high quality health and safety in the kitchen by achieving my L2 Food Hygiene certificate	Access training required via xxx Review previous issues Seek guidance from experienced members of staff	Completion of L2 course Better practice in Kitchen hygiene	Participation in L2 course run by XXX

Once you have identified your objective and actions you will be able to then provide success criteria and using the following page to outline the support, training and development you feel you will need

Support, Training and Development Opportunities for non-teaching staff* 2023-2024

What are the key training and development **opportunities** available (or that we encourage) at Waddesdon School?

1. High quality line management
 - a. High quality conversation through meetings and day to day interaction
 - b. Providing opportunities (e.g. offering courses, shadowing of other staff)
2. High quality training
 - a. New staff induction
 - b. Shadowing of experienced staff
 - c. Via meetings
 - d. Attendance at relevant INSET/on-site sessions
 - e. Attending external training
3. Successfully using appraisal
 - a. As a means of identifying and prioritising training and development needs. Fully filling in the 'training and development needs' section.
 - b. To set appraisal objectives which link to job role
4. Involvement in the wider school community
 - a. Helping to run an extra-curricular club (during and after school day)
 - b. Involvement in additional school activities e.g. supporting residential trips, school events
 - c. Becoming a School Governor
 - d. Supporting the WSA
 - e. delivering assemblies
5. Leading training or coaching
 - a. Running training sessions e.g. for ECTs and ITTs, first aid training for others
6. Having professional conversations and dialogue about areas of interest and positively changing practice as a result
7. Observing others (as a means of enhancing your own practice in an area) or gaining feedback from those that observe you
8. Carrying out additional reading around a subject/role
9. Any other suitable activity as agreed with your line manager

*LSAs may also wish to choose from the CPDL opportunities on P2&3