



Professional Learning

Creating a culture of professional ambition through high quality professional development and whole school leadership opportunities



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“Create a culture of professional ambition through high quality professional development and whole school leadership opportunities”

Our Professional Learning offer aims to support **all** staff as reflective practitioners. Professional learning will be delivered through ‘strands’ which provide opportunities for all career stages and aspirations. This will include professional learning ‘windows’ that aim to be flexible to fit in around busy schedules, Learning Groups, action research groups and opportunities, Academy priority seminars, peer to peer best practice observations and fortnightly teach meet style morning briefings. Some opportunities will be directed by the needs of the Academy and drawn from quality assurance (SEF) processes. However, many will be chosen by teachers and teaching assistants themselves, to help meet more personal career development goals and aspirations. Alongside the teacher appraisal system there is a culture for staff to develop their own professional learning leading to the best outcomes for our students. There is an expectation that subject specific development is part of each teachers’ on-going practice (TS 3— *Demonstrate good subject and curriculum knowledge*)

Professional Portfolio

Through the appraisal process, every member of staff will be encouraged to develop and maintain a professional portfolio through SchooliP. This will include appraisal objectives, and most importantly all professional development with evidence linked to the impact on your practice.



“Grow an ethos of collaboration, with high levels of trust and challenge in a low threat environment”

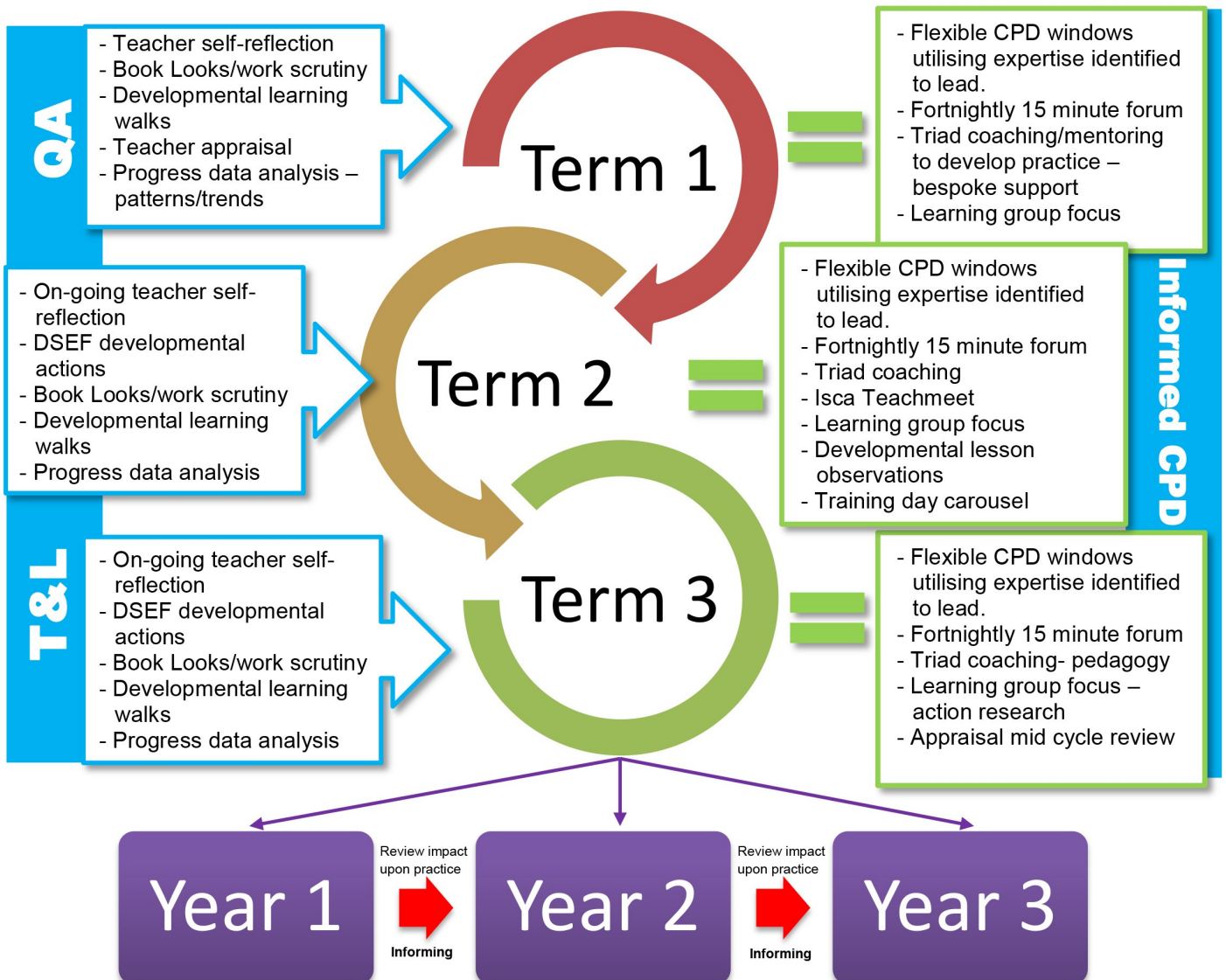
TEACHING & LEARNING = INFORMED CPD

The Teachers' Standards set out; that teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. These Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of lessons and approaches to teaching; and know and understand how to assess the relevant subject and curriculum areas.

Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom. The Standards for teachers' professional development 2016 outline five standards, all of which our Teaching, Learning and CPD model set out to satisfy, and in particular;

2. Professional development should be underpinned by robust evidence and expertise
4. Professional development programmes should be sustained over time
5. Professional development must be prioritised by school leadership

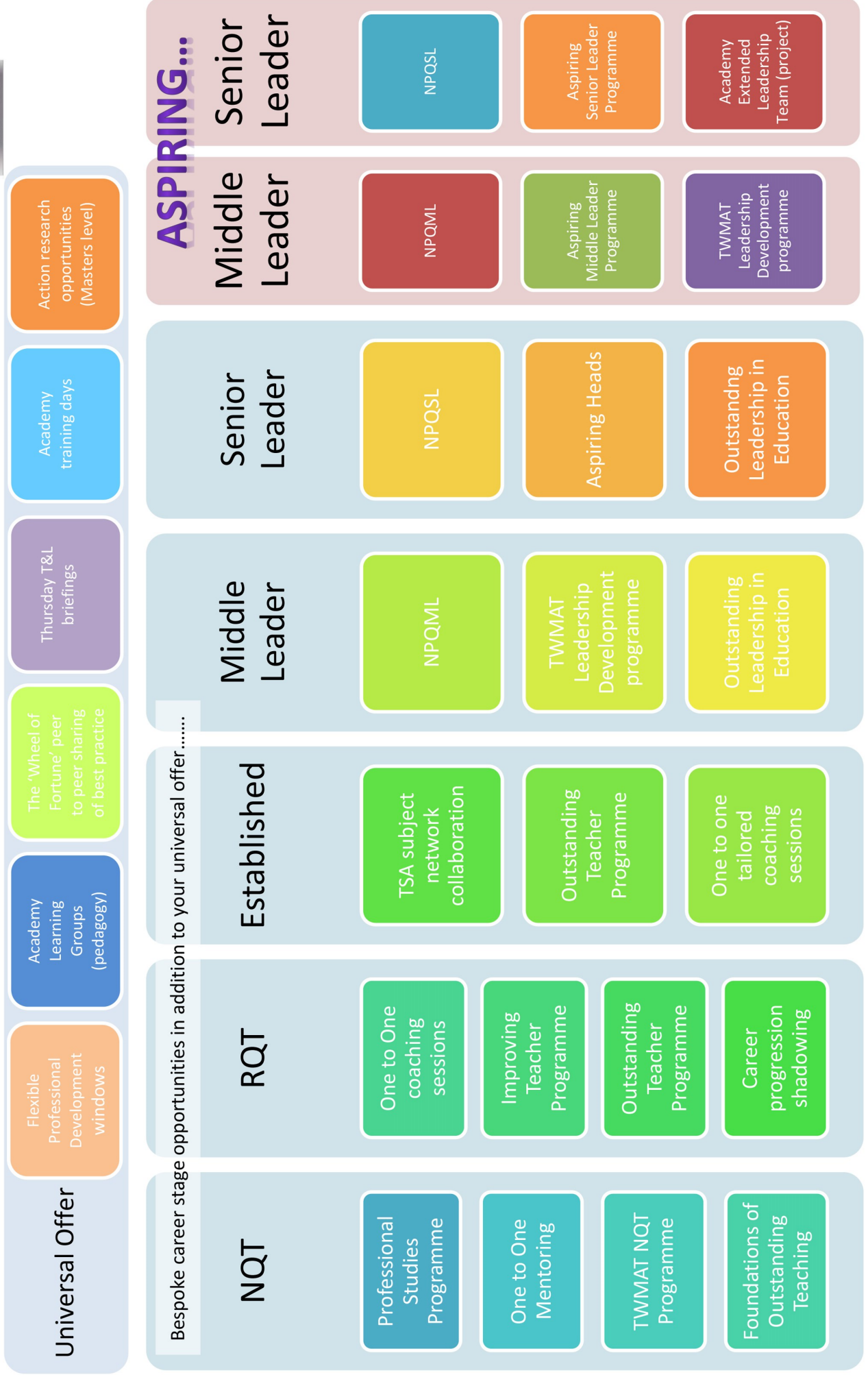


STRANDS

of professional development

Non pupil days	Academy Priority Seminars	Learning Groups	Flexible/Personalised	Aspiration	Peer to peer observation	T&L briefings
<p>Non-Pupil days are spread strategically throughout the academic year. The Academy has 2 days allocated as Non-Pupil Days each with a programme of Professional Learning planned for all staff.</p> <p>Monday 4th September 2017</p> <p>Tuesday 2nd January 2018</p>	<p>Academy Priority Seminars will run throughout the year for all staff at calendared dates. These will be a mix of Learning The hour long seminars will be led by colleagues and will contribute to whole school improvement and the wider professional learning of all staff.</p> <p>Thursday 7th September - L2 Safe-guarding training</p> <p>Thursday 8th February 2018</p> <p>Thursday 24th May 2018</p> <p>Thursday 7th June 2018</p>	<p>Academy Learning Groups will continue to work on evaluating and evolving their work from the previous academic year. These will contribute to the professional development of all classroom based practitioners. The time allocation for this is 3 hours on the following dates, however these dates are flexible to meet the diverse needs of the various groups and the work being undertaken.</p> <p>Thursday 23rd November</p> <p>Thursday 1st March 2018</p> <p>Thursday 3rd May 2018</p>	<p>Flexible 'windows' will run throughout the year, informed by our T&L QA process and led by colleagues, these will be repeated at different times to allow staff the opportunity to chose when they undertake their professional development. Professional learning credits can be cashed in against these sessions. Please see page 6 for a breakdown of credits.</p>	<p>We strive to create a culture of professional ambition for all staff. This strand of professional learning is a blend of internal, trust led and externally accredited development focused on all aspects of leadership. Please consult the aspiring strands on the professional learning continuum.</p>	<p>Support and for colleagues to undertake focussed observations to enable them to enhance their practice is crucial. Therefore when this has taken place it needs to link to measure impact over time. Credits can be used for this important aspect of professional development.</p>	<p>Fortnightly ten minute teaching and learning briefings will take place in a teach meet style format. These will be teacher led sharing of pedagogy top tip sessions. There will also be the opportunity for any strategy updates.</p>
Directed	Directed	Directed/flexible	Credits/flexible	Credits/flexible	Credits/flexible	Directed/flexible

GREAT PROFESSIONAL DEVELOPMENT CONTINUUM



Time allocation

Within the directed time budget, the time allocation for meaningful professional learning has been the priority. Teachers are required to undertake 2 non pupil days and a minimum of 6 hours of additional professional learning. This directed time will vary depending on contractual hours. The extract below from the Academy time budget shows how the time has been calculated:

Day	Hours	Frequency	Total (hours)
Basic day	6.25	190	1187.5
NPD	6	2	12
Total		192 days	1199.5
Twilights (3 Commuted Days = 18 hours)			
Twilight Academy Priorities	1	6	6
Twilight Flexible Personalised	1	6	6
Total days and Twilights		194 days	1211.5

Non pupil days	
Contract	Expectation (days) as a minimum
0.1	0.5
0.2	0.5
0.3	0.5
0.4	1
0.5	1
0.6	1.5
0.7	1.5
0.8	2
0.9	2
1 Full time	2

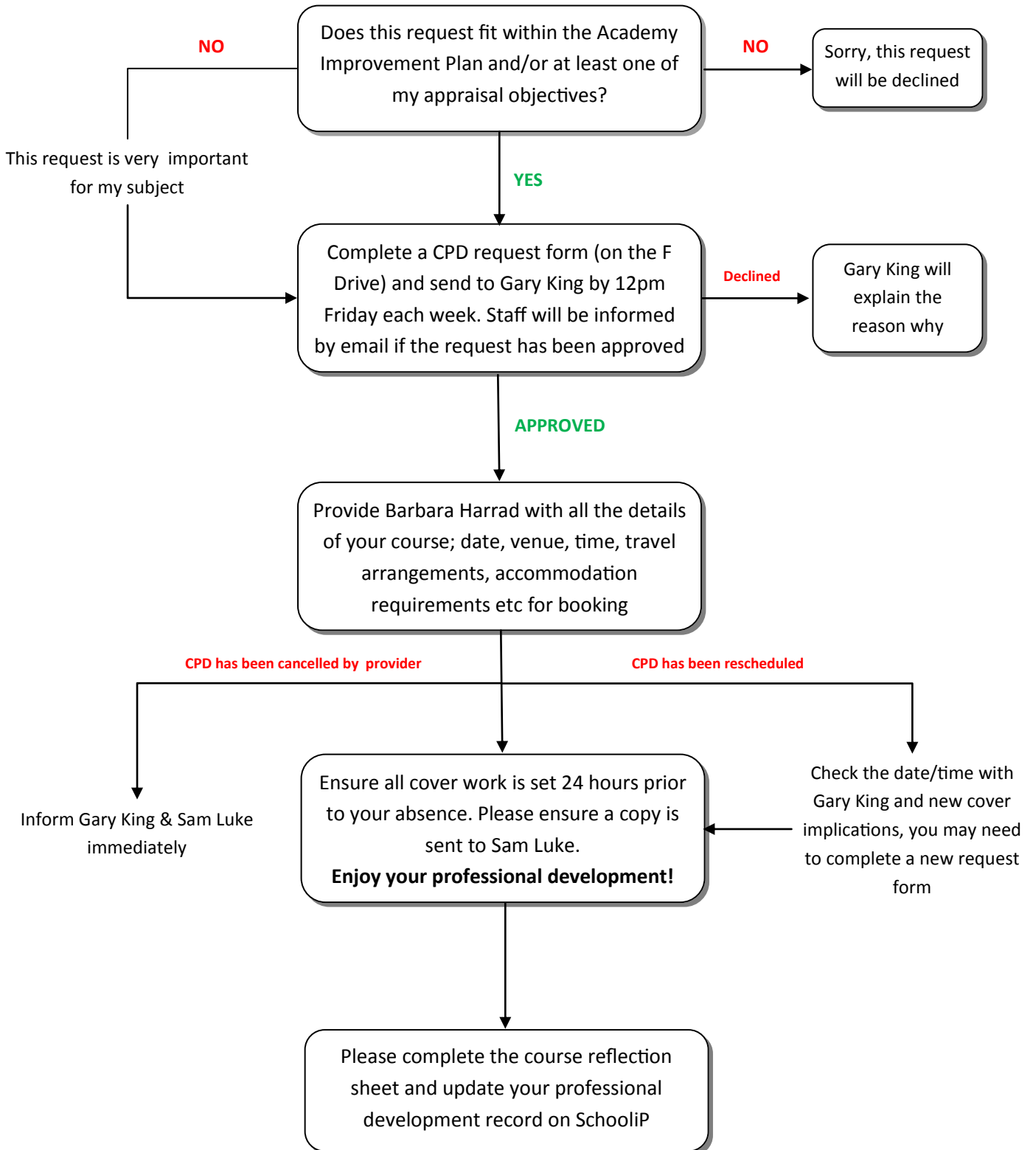
This is simply a minimum expectation and we would encourage teachers and teaching assistants, where possible, to take full advantage of the comprehensive professional learning offer for 2017/18.

Flexible CPD	
Contract	Credits
0.1	1
0.2	1
0.3	2
0.4	2
0.5	3
0.6	4
0.7	4
0.8	5
0.9	5
1 Full time	6




EXTERNAL PROFESSIONAL DEVELOPMENT REQUESTS

Booking and approval process



Professional Learning request form

The cost of the professional development is the course cost, travel/accommodation AND the cost of cover for your lessons. This is calculated at £30 per lesson. You must specify how at least 50% of this will be funded. This can be by internal cover you arrange or from the department budget.

CPD Request Form		 <small>ISCA ACADEMY</small> <small>INSPIRATION FOR LIFE</small>	
Name		Department	
CPD details			
Provider		Date(s)	
Cost		Cover requirements	
Location		Travel arrangement	
Link to Academy Priorities (please tick)	<input type="checkbox"/> Improve the impact and consistency of Teaching & Learning <input type="checkbox"/> Improve students' personal development, welfare and safety <input type="checkbox"/> Improve outcomes for all students <input type="checkbox"/> Improve the quality and impact of leadership and management to continue the school improvement journey to excellence		
Link to your appraisal objective(s)			

It is crucial that any professional development requests contribute towards the Academy Priorities. In addition to this your request may also link (but does not have to) to one or more of your appraisal objectives so please state those here.