

Roles and responsibilities

The role of the CPD leader

This document provides a starting point for what should be included within a role description.

The key role of the school's CPD leader will be to develop and ensure the effective delivery of the CPD policy. The role is a significant one encompassing induction and continuing professional development of the school community, leading the drive to raise standards and improve quality, facilitating recruitment and retention. The main responsibility for professional development lies with the individual, with the CPD leader acting in a supporting and facilitating role in order to develop a culture of reflection and self-review.

Key leadership responsibilities

- To ensure that the provision of CPD within the school conforms to the DfES Code of Practice.
- To maintain effective links with the key providers, agencies and organisations such as the LA, DfES, NCSL, GTC, TDA, subject associations, LSC and commercial organisations and to facilitate the development of links between members of the school community and the providers/provision including those which lead to accreditation.
- To maintain an overview of the effectiveness of the school's provision for CPD, and its impact on teaching and learning.
- To have a clear understanding of how to translate the vision and values of the school into everyday practice through the effective provision of CPD opportunities.
- To develop a clear strategy for the assessment of CPD needs, the allocation of resources and the delivery and coherent review of the CPD programme.
- To liaise with and advise the headteacher and governing body on the needs of staff and appropriate ways to access the provision and promote with them the benefits of participation in relevant initiatives and projects.
- To ensure that all members of the school community have an opportunity through mechanisms such as performance management and appraisal to reflect on their development needs and aspirations as well as the most effective forms of delivery.
- To determine the required and available resources, to ensure both school and individual needs are met, whilst maintained best value principles.
- To seek and develop a range of other sources of funding.

Key management tasks

- To ensure that all members of staff have an equality of access to the range of induction and CPD opportunities.
- To assist in the co-ordination of the audit of school strengths and weaknesses and identify the priority needs. This audit is to be informed by internal and external monitoring, whole school priorities, individual needs, performance management, CPD feedback and analysis of student attainment.
- To ensure that the CPD provision is varied, is fit for the purpose and conforms to best value principles.
- To ensure that all provision is consistently high quality, particularly through the use of accredited providers and a range of formats.

- To receive appropriate induction training including updates on new initiatives and developments affecting the CPD structure within the school and have a named contact to use in order to access CPD opportunities. This contact could be their performance management team leader, line manager or mentor.
- To report to the headteacher and governing body on all aspects of CPD provision including an annual report on its provision and impact.
- To organise and collate the dissemination of good and successful practice in ways that effectively lead to improvements in practice.
- To advise on and liaise with those accrediting the CPD undertaken by members of the school community and monitor the progress of individuals in achieving appropriate qualifications.
- To deal with all requests for CPD and provide advice on how they might be achieved.
- To ensure that suitable cover arrangements are in place.
- To organise and make available to staff relevant information in appropriate electronic and hardcopy formats.
- To receive feedback from participants and liaise with providers about relevant follow up.
- To provide appropriate records at individual and whole school level and to evaluate the take up and effect of the provision.
- To provide support and guidance to staff about the use of their CPD portfolio.

The role of the team leader

All managers have a role in developing their team and the individuals within it. This document considers what the role of the team leader is in CPD. Aspects of it might be used in a team leader or head of department's job description.

The team leader plays a crucial role in the school's continuing professional development process. From the identification of the need for development, planning and sometimes designing the necessary development, planning and sometimes designing and necessary development actions or opportunities, through supporting, coaching and mentoring, to monitoring and reviewing the outcomes as part of an overall evaluation process.

The structure set out below offers a guide to how the team leader typically carries out this role and highlights areas where the team leader may want to develop their ability to lead.

- What is the vision of your team?
 - now and in five years
 - goals, aims, needs, aspirations
- Identify the development needs necessary to achieve that vision.
- Establish clear planning opportunities to identify the needs of the team members.
- Establish lines of communication:
 - with the CPD leader as to what opportunities and structures are available to your team
 - with your line manager in collaboratively planning and sharing your team's development
 - with your team in an atmosphere that allows a participative approach to meeting the team's needs
- Assist in the design of the development action to meet the need.
- Create the development opportunity.
- Monitor, review and evaluate the outcomes of the development opportunity.
- Establish a process for disseminating development action points within your team.
- Encourage team members to maintain an up to date portfolio, which reflects their role and their professional development.

The role of the individual

Extracts from the Teacher's Professional Learning Framework, by the GTC, which emphasise the individual's role and professional responsibility for continuing their professional development.

The following extracts taken from the General Teaching Council's Code of Professional Values and Practice for Teachers, are aimed at teachers. They are equally applicable to all staff engaged in support learning and teaching.

Staff in schools should:

"Take responsibility for their own continuing professional development, through the opportunities available to them, to make sure that pupils receive the best and most relevant education.

Continually reflect on their own practice, improve their skills and deepen their knowledge.

Adapt their teaching appropriately to take account of new findings, ideas and technologies.

Support their colleagues in achieving the highest professional standards.

Be fully committed to sharing their own expertise and insights in the interests of the people they teach, and always open to learning from the effective practice of their colleagues".

GTC, Code of Professional Values and Practice for Teachers

To enable the above it is recommended that all staff be encouraged to keep and compile a professional development portfolio to:

- Provide a record of their achievements.
- Support personal reflection.
- Support self-evaluation.
- Support development planning.
- Support career progression.

The role of the governors

Governors have a role in monitoring the school's CPD policy and evaluating the impact of CPD. They should be involved in a cost benefit analysis of CPD and in making judgements about its value for money.

Governors have an important role in monitoring CPD practice and activities with the school. Their role is:

- To carry out an annual review of the school's performance management policy and its links to CPD.
- To ensure an appropriate level of resourcing to meet both school and individual needs, identified within the long-term plan and through performance management.
- To receive regular reports from the CPD leader concerning the operation and impact of CPD based on principles of best value.
- To be aware of the contribution that a high quality CPD programme can make towards recruitment and retention of staff.
- To have an awareness of equality of opportunity for all staff.
- To ensure that CPD is fully embedded within the school development planning process.
- To monitor and evaluate the impact of CPD activities on classroom and job-related practice, standards and overall school performance.
- To monitor the effective use of training opportunities, including the five statutory training days, participation in national initiatives for all schools and other opportunities both within and outside the LA.
- To ensure the school's capacity to fully support the induction of newly appointed staff, NQTs and enhanced support for recently qualified teachers.
- To consider the nomination of a named governor or sub-committee with a particular remit for CPD matters.