



Autumn Term 2009

CPD NEWS

Cambridgeshire Advisory Service

Special points of interest:

- CPD Lead Practitioners
- Teacher Exchange Programme
- CPD Leadership Guidance Documents

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Primary CPD Leaders - Supporting the training and development of your school workforce

Cambridgeshire CPD Lead Practitioner Project

Last year as part of a Training and Development Agency (TDA) funded CPD leadership project across the Eastern Region, five Cambridgeshire CPD leaders took up the role of **CPD Lead Practitioner**. The aim of the project was to utilise the effective CPD leadership skills and knowledge of fifty CPD leaders from nine Local Authorities to further develop CPD leadership. Each Cambridgeshire CPD Lead Practitioner visited CPD leader colleagues in other schools to support the development of CPD processes and practice in those schools.

Over the course of two terms, using a range of self-evaluation, coaching and review tools and processes, the CPD Lead Practitioner supported fellow CPD leaders in identifying strengths and areas for CPD development, helped plan for development and,

if necessary, was then available to support the review of progress.

The pilot project was highly evaluated across the Eastern Region.

I'm pleased to inform you that this project in continuing this year. Indeed Cambridgeshire now has a growing team of CPD Lead Practitioners. Their support is funded by the TDA project, hence this support comes free.

Shortly I will be contacting those schools who asked for, but did not receive support last year, due to the limits on CPD Lead Practitioner capacity, to see if you are still interested in receiving this type of support.

If you are interested in working with one of our CPD Lead Practitioners to support you in developing your own CPD leadership or processes, then please contact Nigel Battey.

Further information regarding Cambridgeshire's CPD Lead Practitioners and how they can support CPD leadership development will be sent to all schools shortly.

Teacher Exchange Programme

The Teacher Exchange Programme is a TDA funded professional development opportunity for those in their second year of teaching, which supports them to visit a colleague in another school. The programme is running for its fifth year and the response from all those who have taken part has been overwhelmingly positive. The specific aims of the programme are:

- to provide a stimulus for reflection on one's own classroom practice
- to develop the knowledge, understanding and skills of teaching
- to support Recently Qualified Teacher (RQT) motivation through a broadening of professional experience

Schools receive £180 for each participant towards the cost of supply and/or other expenses. Visits are at least half a day and it is hoped that most take the opportunity to arrange a whole day visit. All participants complete a simple evaluation of what they learnt on their visit.

How the scheme works:

- Participants complete the registration form (EDP1) and return it by 27th November 2009
- A register of participants is emailed to all by 14th December 2009
- Participants arrange their own visit and return the form EPD2 by 15th January 2010 with details of their exchange which should take place by 26th March 2010; form EPD2 also unlocks the funding
- Following the visit participants complete and return the evaluation form EDP3 by 19th April 2010

Further information, and all relevant forms can be found at:

www.schoolworkforce.ccceducation.net

>teachers>Teacher Exchange Programme
2009-10

Developing Support Staff: Making a Difference

According to the Training and Development Agency (TDA) 'Schools achieve better results when they harness the skills of their entire team.' As a result they have brought together a range of resources and programmes to make it easier for you to train and develop your support staff, and identify better ways of deploying them. These resources will help you make the most of their skills and expertise, and achieve better outcomes.

The TDA has identified five key stages for support staff development:

- **Audit of school's support staff needs**
Carrying out a skills audit of your staff helps you identify where training and development or recruitment may be needed to address any skill gaps.
- **Recruiting support staff**
It is important to recruit a high quality workforce to achieve good performance and outcomes.
- **Inducting support staff**
Induction to the workplace and introductory training helps new support staff understand their role, feel confident in their work and be effective members of the school team.
- **Training and developing support staff**
Support staff training and development must be effective and make best use of resources. It is important to carry out a training needs analysis to identify areas of development.
- **Career Progression for support staff**
Alongside training and development, the opportunity to progress in their careers improves support staff performance and can help improve outcomes.

If you visit the TDA website you will find links to explore the wealth of resources, programmes and tools which will support you at each of the five stages:

www.tda.gov.uk/leaders/supportstaff/staff_development.aspx

Revised arrangements and guidance for Threshold Assessment for teachers

It was announced in WAMG Note 21 (published in July 2008) and in the Round 9 Threshold Guidance (published in August 2008) that, with effect from September 2009, schools in England will normally only use the evidence recorded in a teacher's performance management (PM) review statements from the relevant period (usually covering the two year period prior to any application) to assess whether he/she meets the post-threshold teacher standards. The overwhelming majority of teachers in England are subject to the 2006 PM Regulations.

In order to be eligible to be assessed against the post-threshold standards, teachers in England who are subject to the 2006 Performance Management Regulations must:

- be statutorily employed under the School Teachers' Pay and Conditions Document (STPCD) ; **and**
- be paid on point M6 of the pay scale for qualified classroom teachers; **and**
- have Qualified Teacher Status.

There is full Threshold Assessment guidance available, including a model 'Request for Threshold Assessment' document which schools may use available on the TeacherNet website at:

www.teachernet.gov.uk/threshold

A request to be assessed against the post-threshold standards is still an elective process and entirely a matter of choice for individuals. Teachers are responsible for requesting an assessment and they must submit a request in writing to the Headteacher.

There is further information and guidance regarding performance management at:

www.teachernet.gov.uk/performancemanagement

Please contact your school's personnel provider should you require further information and guidance regarding the revised Threshold Assessment details.

National College for Leadership of Schools and Children's Services booklets to support aspiring Headteachers.

The National College (previously NCSL) has produced 2 new booklets to support aspiring Headteachers.

The '**National Professional Qualification for Headship (NPQH)**' for prospective NPQH applicants covers:

- What NPQH means for you
- A step by step guide to the different stages of the NPQH process
- NPQH candidate case studies

The '**We'll help your application stand out from the rest**' for aspiring Headteachers covers:

- Your ideal headship role
- Your application
- Your supporting statement
- Your interview
- Your selection centre
- Boosting your financial expertise
- Your ability to secure accountability
- Your next steps

New Professional Development Framework for Experienced Headteachers

A new Cambridgeshire Professional Development Framework (PDF) for Experienced Headteachers was sent out to all schools in September 2009. This builds on the opportunities previously highlighted in the Professional Development Framework for Teachers which was originally sent out in July 2008.

This new PDF is also now available at:

www.schoolworkforce.cceducation.net

>succession planning>professional development frameworks.

The PDF for teachers and those for support staff can also be downloaded from the above

link. The Teaching Assistant PDF is currently being updated and will be available early in 2010. In time the plan is to produce detailed PDFs for a wider range of career stages.

CPD Leader Guidance Materials

Just a reminder that three key Cambridgeshire CPD guidance documents exist to support CPD policy, practice and process development.

These guidance documents were developed by CPD leaders for CPD leaders. Three documents are available including:

- Guidance to support schools in developing a CPD Policy
- A model CPD Leader Role Description
- Guidance to support schools in evaluating the impact of CPD

These model guidance documents were sent to all schools last year and also can be downloaded in an electronic adaptable format from the CPD tab on the Cambridgeshire school workforce website at:

www.schoolworkforce.cceducation.net

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VISIT OUR WEBSITES:

www.schoolworkforce.cceducation.net

www.cas.cceducation.net

Spring and Summer Term CPD Leader Forums

Tuesday 16 March 14:00 - 16:30
Hinchingsbrooke Country Park, Huntingdon
Course code: 19292

Thursday 18 March 14:00 - 16:30
Eastern Leadership Centre, Sawston
Course code: 19293

Tuesday 8 June 14:00 - 16:30
Hemingford Grey Pavilion
Course code: 19294

Thursday 10 June 14:00 - 16:30
Oliver Cromwell Hotel, March
Course code: 19295

Applying for NPQH

The next 'Applying for NPQH' workshop is on 18th November 4.00 - 6.00pm at Godmanchester Professional Development Centre (GPDC). It will be facilitated by Jon Legg, the National Succession Planning Consultant for the Eastern Region and will cover:

- Who should apply
- The NPQH entry process
- Readiness, Stages 1 and 2
- The programme structure
- What a personalised development pathway looks like
- The benefits for trainee Headteachers once on the programme

Course code: 19402.

To book a place on any of these courses telephone 01480 375634/375597 or email CAS@cambridgeshire.gov.uk quoting the relevant course code.

Future Events

We are hoping to run a Conference for teachers in their 2nd - 5th year of teaching in the Summer term, 2010. Look out for further details early in the spring term.