

Staff CPD

Last update: 10.2025
Next review: 10.2027
Reference: OP-22

Policy Statement

At Rise Learning Zone, we recognise that high-quality Continuing Professional Development (CPD) is essential to maintain outstanding teaching, support practice, leadership, and care within our unique educational environment. This policy sets out our commitment to ensuring all staff are supported in their professional growth to meet the diverse needs of our learners.

We are committed to fostering a learning culture among staff that:

- Enhances student outcomes and wellbeing;
- Reflects evidence-based practice;
- Promotes staff engagement, satisfaction, and retention;
- Builds capacity for sustainable improvement.

Scope of the Policy

This policy applies to:

- All teaching staff
- Learning support staff
- Pastoral and behaviour support staff
- Therapeutic and wellbeing staff
- Administrative and operational staff
- Senior Leadership and Management

Aims of CPD

The aims of CPD at Rise are to:

- Develop staff knowledge and skills in working with pupils who may have experienced trauma, exclusion, or disadvantage.

RISE LEARNING ZONE

- Ensure staff are confident and competent in de-escalation, restorative practices, and inclusive behaviour management.
- Promote staff wellbeing and reflective practice.
- Address identified school priorities through targeted professional learning.
- Facilitate career progression and succession planning.

Principles

CPD at Rise will be:

- **Relevant:** Focused on the specific context and needs of our students and staff.
- **Evidence-informed:** Grounded in current research and practice, particularly within alternative provision and SEND contexts.
- **Inclusive:** Accessible and tailored for all staff roles and career stages.
- **Ongoing:** Seen as a continuous process rather than a one-off event.
- **Evaluated:** Monitored for impact on practice and pupil outcomes.

Types of CPD

CPD may take a variety of forms, including:

- In-house training (e.g. trauma-informed practice, safeguarding updates, SEND strategies)
- External courses, conferences, and qualifications
- Coaching and mentoring
- Professional learning communities or action research
- Online learning platforms
- Peer observation and feedback
- Supervision and reflective practice groups
- Leadership development programmes

CPD Planning and Prioritisation

CPD needs are identified through:

- Performance management and appraisal
- School development planning
- Feedback from lesson observations and learning walks
- Staff surveys and self-assessments
- External reviews or inspections
- Emerging local or national priorities (e.g. Ofsted framework, mental health support)

The **Senior Leadership Team (SLT)** is responsible for:

- Developing a CPD calendar aligned with the School Improvement Plan (SIP)
- Ensuring equitable access to CPD opportunities
- Tracking attendance and participation

RISE LEARNING ZONE

- Reviewing and evaluating the impact of CPD

Each staff member is responsible for:

- Engaging actively in CPD
- Reflecting on and applying learning in practice
- Sharing effective practice with colleagues where appropriate

Induction and Mandatory Training

All new staff will receive a comprehensive induction, which includes:

- Safeguarding and child protection
- Behaviour policy and relational approaches
- Health and safety
- SEND overview
- Introduction to therapeutic approaches used in the AP

Mandatory refresher training (e.g. safeguarding, PREVENT, first aid, Team Teach) will be provided on a regular basis and tracked for compliance.

Support for Qualifications and Further Study

Rise supports staff undertaking:

- Accredited courses (e.g. NPQs, HLTA status, SEND qualifications)
- Further study (e.g. PGCE, master's degrees) where aligned with school priorities

Where appropriate, time off and/or financial contributions may be offered, subject to agreement by SLT and budget availability.

Recording and Monitoring CPD

CPD participation will be recorded on:

- Staff CPD logs or HR systems
- Individual performance management documentation
- Centralised CPD records for whole-school planning

CPD effectiveness will be monitored through:

- Staff feedback and reflection
- Impact on student outcomes or behaviour
- Observation and appraisal cycles

Equality and Inclusion

We are committed to ensuring CPD is accessible to all staff, regardless of role, contract type, working pattern, or protected characteristics. Adjustments will be made where necessary to ensure participation.

Policy Review

This policy will be reviewed every two years or as necessary by the Senior Leadership Team