STEP BY STEP SCHOOL

Continuing Professional Development Policy (CPD)

Principles

We believe that effective CPD contributes significantly to school improvement. An investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning, which affects both staff and pupils in the school.

In particular, we believe that CPD is most effective when it is:

- **Owned by staff** – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities they make astute judgements and commit to them
- **Relevant to the context** – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- **Builds on existing expertise** – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- **Collaborative and supported from within the school** – the most powerful learning occurs when opportunity is provided for debate and reflection
- **Sustained** – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events

We believe that effective CPD practice leads to the following consequences:

- **Improves pupil learning**
- pupils engaged in a dynamic learning programme with staff are more likely to achieve
- staff who develop skills and confidence can provide effective learning experiences for a wide range of pupils

- **Improves teaching**
- develops and sustains skills which enables staff to do their jobs effectively
- updating knowledge

STEP BY STEP SCHOOL
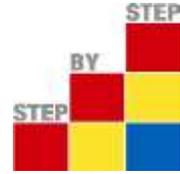
- develops best practice
- widens the repertoire of teaching skills
- enhances strong practice
- develops specialisations thus improving teaching quality

- **Helps to support staff appropriately**
- strengthens the recruitment and retention of staff
- promotes personal and career appraisal enabling staff to make more informed choices about career pathways
- informs the appropriate deployment of staff

- **Promotes a positive ethos and learning culture**
- through high expectations
- through discussion, dialogue, trialling and reflection
- through building internal capacity and succession planning
- excellence in teaching and learning throughout the school

- **Improves leadership**
- develops people's strengths
- broadens people's ability to take a lead on whole school initiatives
- develops people to take up new roles
- develops an understanding of the context in which staff work at national, local and school level

- **Contributes to school improvement and transformation**
- by engaging staff as learners in collaborative enquiry
- by sharing the knowledge and skills of all staff
- through collective responsibility for pupils and staff achievement
- by valuing every individual

Values and Entitlements
All staff should take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of the school and have a right of access to CPD.

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs. Equally, governors need to have access to effective training in order to carry out their duties effectively.

STEP BY STEP SCHOOL
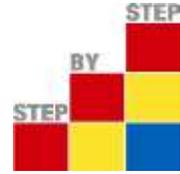
There will need to be a focus on improving outcomes and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle. However, professional appraisal needs that individual staff have identified should also be considered. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

CPD planning will be linked and integrated with the School Improvement Plan and be based on a range of information and priorities:
- The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the School Improvement Plan (SIP)
- The needs of the school as identified through OFSTED, SPA and peer reviews, such as the Triad Improvement Partnership
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual student needs e.g. autism, sensory needs, communication, behaviour, social
- Curriculum appraisal, evaluation and meeting statutory requirements
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications, e.g. ABA masters/RBT qualification
- Feedback from staff and others including governors, students and parents
- Resources – e.g. membership of professional bodies; purchase of books/journals

The school will ensure there is a budget put aside for CPD and that this budget is used to ensure best value. This will be agreed with the governing body and be used equitably across the whole staff.

Appraisal
The school's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives.

The governing body will ensure in budget planning, which as far as possible, appropriate resources made available in the school budget for any training and support agreed for reviewees.

STEP BY STEP SCHOOL
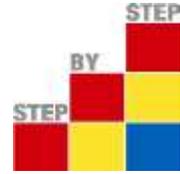
All staff employed at the school for at least 12 months are able to apply for CPD funding as part of the school's commitment to developing staff. Application rounds are open twice a year and the notes for applications are located at the end of this policy. **Appendix 1**

The head teacher will report to governors annually about training, appraisal and development needs of staff, including the number of targets set, met and exceeded, as well as priorities for the following year. Governors review and agree pay scales for the following year, linked to appraisals. **See Pay Policy**

Appraisal procedures are in place for every member of staff. This reflects the importance attached to the process within the school.

Supporting CPD Initiatives

The school supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the school. These CPD approaches will include:

- Attendance at a course or conference
- In-school training using the expertise available within the school e.g. ABA, Team Teach, Signalong, PECS, reading groups, sharing good practice, classroom observations, attention autism, sensory integration
- School-based work through accessing an external consultant or relevant expert
- Peer coaching/mentoring
- Professional networks with other special schools. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Links with local mainstream schools to develop inclusive practices. E.g. Imberhorne
- Opportunities to participate in accredited learning
- Distance learning, i.e. Skills Network Courses
- Practical experience e.g. opportunities to contribute to a training programme or deliver areas of training, e.g. social stories, ABA techniques, sensory champions, involvement in local and national networks, NASS events
- Producing documentation or resources e.g. teaching materials, assessment package, videos, website presentations
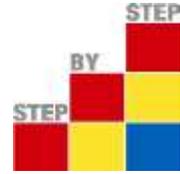
- Course delivery- staff are encouraged to undertake delivery of CPD to other staff within their own specialist areas e.g. ABA, supervision, Team Teach, Sensory Regulation, Excel, programming. Earwig
- Partnerships e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, research, observation, special project working groups.
- Creating an improving learning environment within the school

Applied Behaviour Analysis (ABA)

The teacher-in-charge monitors the quality of teaching relating to the school's specialism of ABA, ensuring good practice within the school, which feed into the School Improvement Plan.   They organise and oversee training for staff based on lesson observation feedback, monitoring and supervision. Training can be in-house, (including peer support/modelling), or attendance at conferences, ABA/UKSBA Continuing Education Events, required for the continued registration as a Board Certified Behaviour Analyst (BCBA) or Board Certified Associate Analyst (BCaBA). In addition, in-school training is conducted in groups or for the whole staff at regular intervals by professionals within the field of ABA, alongside the annual January conference.

There is a comprehensive initial ABA training programme for staff (**Appendix 2**) and staff are observed regularly and required to meet a 2, 4 and 6 month competency assessment during probation. Probation can be shortened or extended in line with the competency framework.

All staff delivering direct teaching to the pupils are subject to ongoing observations (at least termly), evaluation and feedback to ensure a continuous cycle of improvement and highlight areas for development.

Research

Step by Step uses evidence based teaching and is committed to conducting and participating in research. Any staff member wishing to undertake action base research at the school, should submit their proposal to the SLT for approval and ensure the correct ethical clearance.

Monitoring and Evaluation

Staff are expected to evaluate any courses and provide feedback to the Senior Leadership Team (this could be through an evaluation form tailored to the specific course of via verbal feedback). This identifies how the learning should
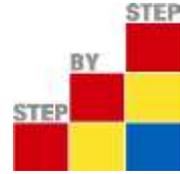
STEP BY STEP SCHOOL
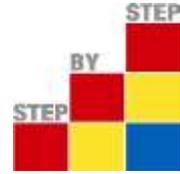
be fed back to other staff and whether the course would be beneficial for other staff to attend. This is monitored by the SLT and evaluation is used to inform the next cycle of planning to ensure the school continues on its journey to be a centre of excellence.

Policy	Continuing Professional Development (formerly Staff Employment and Development)
Statutory requirement?	No
Approved	March 2021
Responsible Officer	GA
Responsible Governor/s	Staff Governor
Date of previous version	Nov 2019
Frequency of Review	Every three years
Date of Next Review	March 2024

STEP BY STEP SCHOOL

Appendix 1

Step By Step School Continuing Professional Development (CPD) Programme

Application notes

Objective of grant scheme:

The scheme is intended to provide opportunities for staff's further development in line with the School Development Plan's 3-year vision. It should enable staff to attend training to enhance their continuous professional development. It is intended to facilitate professional development to allow staff to:
- Develop their subject knowledge
- Engage in a deeper understanding of ABA (but not limited to) or their applied subject
- Update themselves on current school legislation
- Use technology when and where appropriate
- Enable the pupils to make progress

Value of the award
- Applications will be considered on a fully funded or part funding agreement to a maximum of £2,500
- Each award over £500 will be subject to a contract of grant terms and conditions between the employee and the Charity

Eligibility
All employees who have been with the school for 12 months will be eligible to apply for funding.

Criteria
The grant is intended to support staff development and assist the school in their vision of becoming a centre of excellence. The grants are also to assist external providers of professional development to run conferences and courses that allow participants to further their professional development e.g. coaches, mental health advisers.

STEP BY STEP SCHOOL
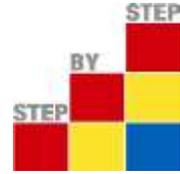
The school will only fund recognised training by professionals that is relevant to the schools needs at any given time.

This may include:
- Contribution to the cost of registration for the course and/or course materials
- Proportion of travel expenses
- The funding can also cover the costs of external trainers in school
- Supporting documentation will be required and report after the activity/training has taken place
- Grants will not be made retrospectively

Funding is not intended to:
- Cover generic training
- Be used for accommodation
- Cover courses that are not relevant to the school improvement plan
- Further costs from any other sources

Any surplus funds must be returned to Step by Step School. You will be required to compete an expense form, including receipts to receive any grant.

Application check list:
All forms should be completed in a word or PDF format and be set out clearly
Applicants should provide all the relevant documentation for the desired course with their application including:
- The date and location of the event
- The requested funds if they do not cover the full cost of the course/training in question
- The amount requested for funding is given clearly along with a financial breakdown.

STEP BY STEP SCHOOL
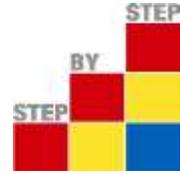
Appendix 2

**ABA Theoretical & practical training**

All new staff members receive a detailed in-house ABA training program. The program is adapted according to the staff member's previous experience. The training program includes an overview of theory, role play and classroom observations. Additional training is provided according to the needs of individual staff members.

Theoretical training

The theoretical training covers the following main areas:

- Assessments:
    - I. Verbal behaviour milestones and placement program (VB-MAPP)
    - II. Assessment of Functional Living Skills (AFLS)

- Autism and Applied Behaviour Analysis: How we teach:
    - I. Autism excesses & deficits
    - II. Behaviour analysis overview
    - III. Discrete trial teaching (DTT)
    - IV. Reinforcement
    - V. Prompting
    - VI. Error correction procedure
    - VII. Teaching procedure for acquisition
    - VIII. Generalisation
    - IX. Data collection
    - X. Chaining
    - XI. Shaping
    - XII. Shadowing

- Autism and Applied Behaviour Analysis: Behaviour Management
    - I. Definitions & forms of challenging behaviours
    - II. Functional assessment
    - III. Functions of challenging behaviour
    - IV. Individual behaviour plans-proactive & reactive strategies
    - V. Behavioural interventions

STEP BY STEP SCHOOL
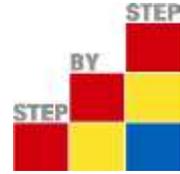
- Autism and Applied Behaviour Analysis: What we teach
    I. Main areas taught
    II. Analysis of Verbal Behaviour
    III. Behavioural classification of language
    IV. Building rapport with the child
    V. How to conduct a session
    VI. Effective teaching procedures

- Step by Step Curriculum
    o Unique to SBS
    o Informed by
        - National Curriculum
        - Early Years Foundation Stage
        - British Values
        - Social, moral, spiritual & cultural themes
        - VBMAPP
        - AFLS
        - ASDAN
        - Occupational Therapy
        - Speech & Language Therapy
    o 1:1 vs. small group input
    o IEP vs. topic work
    o Individual Behaviour Plan

- Other approaches
    I. Picture Exchange Communication System (PECS)
    II. SIGNALONG sign language
    III. Proloquo2go
    IV. Team Teach

- Health and safety aspects of daily work with pupils
    o Risk assessments
    o Dos and don'ts
    o Personal hygiene and safety
    o Ensuring safety of staff and pupils
    o Off-site visit procedures
    o Play areas
    o Accidents/incidents