Continuing Professional Development

Guidelines for Head Teachers

17 June 2004
Introduction

The guidelines that follow supersede all guidance given previously in the Staff Development Guidelines, last issued in 2000.

This document is intended to support Head Teachers in fulfilling their responsibilities to staff with regard to the professional review and development process, and continuing professional development. It also takes account of the new arrangements for devolved school management.

New guidelines are required to support the changes in the staff development framework created as a result of “A Teaching Profession for the 21ST Century”. The emerging continuing professional development framework builds on previous practice with regard to staff development, but importantly it establishes CPD as a condition of service.

It is important to remember that teachers’ CPD is not a new development. Prior to the Agreement, authorities routinely provided extensive CPD opportunities for teachers, often in the form of in-service courses and meetings which have taken place during the school day, on in-service days, after school in evening and twilight sessions and sometimes at weekends. By making it explicit that CPD is a condition of service, the Agreement formalises the commitment on both sides and places teachers’ CPD at the heart of the raising standards agenda.

This document must be read in conjunction with the:
- Professional Review and Development Section of the QA Folder
- the CPD Handbook
- the advice given by the Scottish Executive
- A Teaching Profession for the 21ST Century

The most recent version of the CPD Handbook is attached to these guidelines as Appendix 1. It can also be found on the Schoolmaster website.

It is the intention not to repeat the information, policy and suggested practice in these documents but to augment this by providing guidelines to head teachers to support them in their role as managers of these processes.

Professional Review and Development

This process is at the heart of effective continuing professional development.

Currently it is Education Service policy that all teaching staff and instructors are reviewed annually. The policy is contained within Section E of the Quality Assurance folder, along with suggested mechanisms for ensuring reviews in different sized schools are achieved. The policy is in line with current SEED advice.
It is the Education Service’s aim that all school staff are reviewed annually in line with relevant local agreement and have access to development opportunities.

Details of how the process of professional review should be conducted are outlined in the QA folder.

What is important for effective implementation of these guidelines is that formal records are kept which identify clear CPD targets for the incoming year. The reviewer and the reviewee should each have a copy of the development needs which have been agreed.

The list of development needs should be collated without names by the school CPD co-ordinator and forwarded to the authority CPD co-ordinator to inform the programme of activities.

It should be noted here, as in the CPD Handbook, that effective CPD which raises standards is aided by rigorous thoughtful ongoing self-evaluation.

**CPD Activities**

A CPD activity is described as “anything which has extended a teacher’s professionalism, enhances existing knowledge and skills and facilitates development of new skills and qualities” SEED 2002.

This can be achieved in a variety of ways. Illustrative lists of what can constitute a CPD activity are contained in the SEED booklet “Professional Review and Development” and repeated in The QA folder and in The CPD handbook. These are:

- activity leading to national standard (Standard for Full Registration, Standard for Chartered Teacher, Scottish Qualification for Headship) where this addresses development objectives set at the professional development review;
- management and leadership development opportunities;
- self-evaluation and personal reflection, including preparation for professional development review;
- subject based activities, including working groups and panel meetings;
- attendance at in-service meetings;
- membership of committees at school, authority or national level;
- preparing, delivering or facilitating presentations, workshops, training etc. at school, authority or national level;
- professional reading and research;
- visiting/hosting professional colleagues to observe or share good practice. in person or by video conferencing;
- co-operative teaching (if not a normal timetabled activity);
- mentoring or supporting colleagues including probationers;
- curriculum planning (if not part of normal job description);
- contributing to educational research at classroom, department, school, authority or national level;
- working with parents, carers and professionals from other agencies;
- teacher placement and/or secondment.

Other ideas to be considered at a personal or school level are:
- organising a school CPD library;
- setting up a buddy system that will enable two colleagues to support each others activities;
- setting up and updating an database of current ongoing school or cluster based CPD activities.
- activities related to membership of a professional association

Roles and Responsibilities

i. The authority CPD co-ordinator is responsible for:
   - Supporting the provision of CPD activities to meet identified needs
   - Liaising with school CPD co-ordinators
   - Collating the CPD targets at an authority level
   - Ongoing liaison with Head Teachers
   - Keeping abreast of national developments in the CPD framework
   - Communicate information on CPD developments to all school staff

ii. The Head Teacher is responsible for:
   - Ensuring that all relevant staff based in their school have an annual review of their development needs.
   - Agreeing proposed development needs with staff
   - Ensuring that all staff are made aware of upcoming development opportunities
   - Ensuring that all staff are in possession of relevant advice and information on CPD i.e. they all must have copies of the SEED booklet, be able to access the authority QA folder, and have a copy of the most recent version of the authority CPD handbook
   - Ensuring that the school staff development budget is targeted as far as is possible, to meet the identified CPD needs of staff
   - Ensuring all staff development needs are communicated to the authority CPD co-ordinator
   - Monitoring staff progress towards meeting agreed development needs
   - Ensuring staff keep appropriate records of their CPD activities

iii. The *school CPD co-ordinator is responsible for:
   - Collating agreed staff development activities and communicating them to the authority CPD co-ordinator
   - Supporting staff in undertaking school-based activities
   - Maintaining and updating the school CPD library
   - Ongoing liaison with the Head Teacher on CPD matters.

* In many cases the CPD co-ordinator will also be the head teacher.
iv. An individual member of staff is responsible for:
   - Undertaking self-evaluation to support the review
   - Maintaining a CPD portfolio
   (suggested proforma are attached to these guidelines as appendices)
   - Keeping up-to-date with current local and national advice on CPD
   - Undertaking the appropriate number of hours of contractual CPD up to a maximum of 35 hours annually.

**Funding**

There are a number of sources of funding which the Service can access to fund CPD activities. A number of these are external and they may vary from year to year depending on the development priorities of the Scottish Executive. Currently the main sources of funding are:

- The Education Service Staff Development Budget
- A SEED grant for the development of CPD post-McCrone
- Some aspects of the National Priorities Action Fund
- The ASN specific grant
- Particular grants from SEED to fund short term initiatives eg Science development

The principal source of funding for CPD activities is the Education Service staff development budget. Until 2003-04 most of this was held centrally and individual staff applied for funding from it using the Yellow Staff Development Request form.

This process was in essence ad hoc. It did not allow for best use of resources; did not ensure all staff had a fair proportion of funding; and did not enable schools and the Service to target improvement to particular priorities.

To secure this, and to keep up with the requirement of the Scottish Executive to devolve management functions to schools, the budget was properly devolved to schools from the beginning of the financial year 2003-04. The only funds retained centrally are:

- An appropriate proportion to fund the CPD requirements of centrally based staff;
- Any resources required to fund Service driven initiatives for which there are no other sources of funding eg essential Health and Safety Training.

It is important that Head Teachers are clear about this and that they make their staff aware of this. The Service retains no money centrally to fund individual staff development requests.

The school staff development budget is calculated based on:

- a lump sum which is the same for all schools;
- an allocation based on the FTE staff of a school;
- an allocation for travel based on two return trips per member of staff, ferry and airfares from the school to Lerwick;
- and an allocation for inter-agency child protection training, based on the annual audit of essential named personnel required for each establishment.
NB The FTE is based on the annual census data. Head teachers must ensure that this return accurately reflects the proportion of visiting and part-time staff who provide education to the pupils in their school.

The staff included in this FTE are:
- Teachers
- Instructors
- Classroom assistants
- Nursery Nurses
- Administration staff
- Auxiliaries
- Janitors
- Supervisory Assistants

It must be noted that the amount allocated is intended to meet the development needs of all staff listed above based in a school.

The budget has to cover all aspects of a training activity:
- Course fees
- Travel
- Subsistence
- Supply cover (where applicable)

NB This now also applies to courses offered during the November In-Service unless otherwise indicated.

Lunch will not be funded centrally for November In-Service. Where a school is being used as a main venue for a number of courses, a cash cafeteria system will operate.

Where courses are being wholly or partly funded centrally or by an external agency, this will be clearly communicated in course details and correspondence regarding arrangements.

To access a staff development activity funded by the school staff development budget an individual member of staff needs to follow the process outlined in the flowchart issued with Circular 001/2004 and attached here as Appendix Two. Any alteration to this process will result in a new flowchart being issued to all schools. This then needs to replace the existing one in these guidelines.

**Part-Time Teaching Staff**

The contractual CPD commitment of part-time teaching staff is proportionate to their FTE eg if a teacher is employed 0.6 of a week, this would mean 0.6 x 35 hours = up to a maximum 21 hours of CPD annually.
If they are not employed on days when In-Service activities are being held they could, with the agreement of the Head Teacher attend In Service on those days unpaid. This would then enable them to count the hours as contractual CPD. If the head teacher wishes them to attend In-Service and activities do not meet any of the teacher’s agreed development needs, then the additional salary costs for that day will be funded from the school staff development budget. This situation will also require joint agreement.

Additional Support Needs Auxiliaries

The ASN Specific Grant can be used to fund staff development opportunities that relate directly to additional support needs. This funding is not devolved to schools but is administered by the responsible Education Development Officer.

It is still the case that some ASN auxiliaries are employed on a 38 week contract and some on a 39 week contract. This anomaly is currently being addressed by the Education Service. All new ASN auxiliaries, and those moving to new posts are being given 39 week contracts.

For those still on a 38 week contract, if a school wishes them to attend In-Service then they should apply to the responsible EDO, for salary costs to be met by the Education Service. Alternatively a school can elect to fund their attendance at In-Service from their own staff development budget.

The ASN specific grant targets national and local priorities within ASN. Schools can request funding but this cannot be guaranteed as the authority has to fulfil its action plan agreed with the Scottish Executive Education Department.

Other Categories of Staff

Where a head teacher is funding training for other categories of staff eg supervisory assistants, secretarial staff, auxiliaries etc, depending on the type of contract a member of staff has, this may also incur salary costs. These costs must also be borne by the school staff development budget.

Career Pathways in Teaching

Besides a teacher’s contractual obligations to CPD and the commitment of the Service to provide valuable CPD opportunities within the working year, there are now two specific career pathways open to teachers once they have gained full registration:

- the management pathway through study towards the Scottish Qualification for Headship;
- and the advanced classroom skills practitioner pathway through study towards the award of Chartered Teacher Status.
The Scottish Qualification For Headship
This is fully funded by the Scottish Executive through the National Priorities Action fund. Access to this course is through an annual recruitment process co-ordinated by centrally by the Education Service.

Chartered Teacher Status
This route is a private choice made by an individual teacher, open to staff once they have reached the top of the main grade pay scale. Success in it carries substantial financial reward in terms of salary increments. The Scottish Negotiating Committee for Teachers agreed therefore that progress to this award should be wholly funded by individual teachers taking part. This is the stance of Shetland Islands Council, Education Service. No school development budget should be used to fund this programme.

Head Teachers should also bear in mind the advice given in Circular 192/2003 regarding its place within the required contractual CPD commitment required of teachers. Part of an individual module being undertaken may relate to the development priorities of the school or the authority and therefore a proportion of an individual teacher’s commitment may be set against this. The decision to do this rests with the head teacher as part of their responsibility to agree the development targets of their staff.

17 June 2004
# Profile

**Shetland Island Council Education Service**  
**Continuing Professional Development**

**CPD PLAN**

<table>
<thead>
<tr>
<th>Agreed Development Needs</th>
<th>Activities agreed to address development needs (in order of priority)</th>
<th>Activities Link to:</th>
<th>CPD RECORD</th>
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<tbody>
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<td>School Dev. Plan Target</td>
<td>Education Service Imp. Plan</td>
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**Development Activities Completed:**

**Reviewer:**  
**Reviewee:**  
**Dates:**

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**CPD RECORD**

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**Development Activities Completed:**

**Reviewer:**  
**Reviewee:**  
**Dates:**
### Activity Reflection

<table>
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<th>CPD Activity</th>
<th>Provider</th>
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<td>Date(s)</td>
<td>Status</td>
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<td>Duration</td>
<td>Location</td>
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**Brief Details of Activity Undertaken**

**Impact Activity had on Practice (Reflective Commentary)**

**Activities Link to:**

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<th>School Dev. Plan Target</th>
<th>Educ. Service Imp. Plan</th>
<th>National Priority (No.)</th>
<th>HGIOS Quality Indicators</th>
<th>Chartered Teacher Competencies</th>
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**Evidence Provided**