

The Framework

Below you will find an introduction to step one (part one) and step four of the FE framework, as well as exemplar evidence for each.

Step One – Introduction

The first step in the process is the most detailed as it is made up of 6 parts involving:

1. Governors and partners
2. SMT / Senior Managers
3. Middle Leaders / Managers and Team Leaders
4. Individual members of staff (lecturers, those who support learning and who provide other services)
5. CPD and raising achievement
6. The involvement of partners and the wider community

Commitment to the belief that your staff represent the future of your college is fundamental to the whole process of professional development. The motto for the CPD Mark is *YOUR STAFF – YOUR FUTURE*. Without investment in securing the very best staff for all posts in your college, high achievement will be restricted.

Your college needs to demonstrate its commitment to CPD through a set of shared values which highlights the importance of the staff team. In a college which is successful in developing its staff these values will be articulated consistently and continuously.

Your college's mission statement should clarify your vision and values, as shown in the college's culture and how it operates, and provide direction.

In Step 1, the CPD Mark process focuses on all personnel and their role in setting out the stall for future success. Your governors, senior leaders and partners should share your vision as to the future direction of the college. Clearly defined roles for all staff must be established, along with long and short term strategies for improvement.

The main thrust of the CPD Mark process is the understanding that it benefits everyone in your college. All individual members of your staff need to have a voice in the development of the college (as well as their own development) and a clear understanding as to how their own development will contribute to the improvement of provision and services and to raising levels of achievement. The process involves: lecturers as leaders of learning, teaching assistants who support the learning process in the classroom, administration staff who ensure resources and the financial framework are in place and the members of staff who are responsible for keeping the college operational.

For Step 1, evidence is required that you recognise your college as a community resource and planning for the future direction of the college needs to include community representation.

Step 1 – The Framework

The college has a vision for CPD in providing the foundations for future success. All staff and the college's partners are involved with the vision and decision-making.

Part 1

Governors have an understanding of and a commitment to CPD and its impact on achievement.

A college will fulfil the requirements for this part of the process if it has evidence to support each section (1.1 to 1.9): A – strong evidence; B – partial evidence but supports the section; C – some supportive evidence but limited

		Assessor's use		
Step 1: section 1.1	Evidence	A	B	C
a. Governors understand how to identify student achievement	Some governors do as they work in education. All governors, however, are linked to individual departments and they receive all information from meetings held which detail student achievement/ target setting and department achievements. They meet with SLs and can ask for information on// discuss this issue. Evidence: Discussions with Governors			
b. Governors have access to, and an understanding of, appropriate data relating to achievement	LA governors are eligible to attend training provided by LA. 'Data and Improvement' courses have been run. This would enable governors to understand the data. Data Manager is also available to provide information. Data tables are reproduced in CDIP for all to see. Evidence: CDIP, Discussions with governors.			
c. Governors recognise individual students' performance and monitor their progress against benchmark data	This is not current practice as such but, as said in 1.1a, Governors have close contact with individual departments and can discuss this data when meeting with SLs.			
Step 1: section 1.2				
a. The college vision identifies values that have a clear focus on CPD	The college vision statement is clearly stated in the CIP and focuses on the necessity to fulfil the aims of the college using CPD. For evidence – see CIP. Discussions with SMT			
b. The college's values link to its mission statement	Values and aims are clearly stated on website and link to the			

	mission statement – (Mission Statement).			
c. The strategic plan identifies short, medium and long-term action for developing and improving CPD	CPD is fully integrated into the CIP which contains medium and long-term plans for the college and thus for CPD. CIP also all clearly identifies how planning is linked to CPD. Evidence – CIP/Website			
d. The CDP is evaluated annually. The impact of CPD is reported and future CPD needs identified	The CIP is evaluated annually during the SMT weekend. The impact of the planned CPD is fundamental to the success of the CIP. New CPD areas are identified and this is transferred into the Performance Management cycle and into whole college INSET for the forthcoming year. Evidence – discussions with Principal / V.P..			
Step 1: section 1.3				
a. Governors are involved in monitoring, evaluating and reviewing all policies relating to CPD	The CPD policy is updated annually by the CPD Manager. It is then discussed by the governors and SMT. Evidence – Governors meeting minutes.			
b. Policy development makes reference to its partners and organisations such as the LA, higher education providers of ITT and staff unions to ensure that their expertise is utilised towards providing effective CPD	ITT policy devised following regular attendance at update meetings. The ITT policy feeds into the NQT induction process which prominently features CPD. All college policies are published on the staff area for all to access. Input is welcome. Evidence – Policy documents. Discussions with SMT.			
Step 1: section 1.4				
a. A lead governor is identified for each policy	CPD Governor appointed recently and is in receipt of training. All policies are available to all Governors via the website. All governors review all policies. Evidence: Discussion with Clerk of governors/governors.			
b. The lead governor meets college staff to evaluate the impact of CPD	Not at present. Area for development.			

Step 4 - Introduction

This step in the CPD Mark process relates to a commitment by your college to plan all professional development around the essential knowledge and skills required to be effective in the job role. For lecturers this will include current thinking relating to effective teaching and learning. Professional standards are an integral part of this step if achievement is to be raised. Occupational standards for the college workforce are highly relevant here.

Staff development activities help to engender a co-operative and supportive working environment and coaching has been identified as a valuable means to success in this context.

Your college's CPD needs to be based on a strategic plan to ensure that career development meets professional standards which cover the wider framework for the whole workforce spanning: NQTs, main scale lecturers, ASTs, ADPs, Deputy Principals, Principals, teaching assistants and all members of staff involved in the development of your college.

The values of the college should be evident at all times. In order for your college to develop, it is essential for all staff to have high expectations of their students. Students need to be constantly challenged to perform to their best ability and relationships between staff and students, and amongst all staff and the community, must be positive in order to enhance achievement.

Your college and its partners must make effective use of CPD to help staff to understand the statutory responsibilities associated with students and the physical environment for which they are ultimately accountable.

It is incumbent upon your college, staff and its partners to ensure that all subject knowledge is kept up to date; that effective use is made of ICT and that staff have an understanding of SEN and the inclusion agenda so that they can meet the entitlements of learners in order to make good progress and achieve well.

Effective communication is an essential skill for all staff and CPD should be used to help and guide staff to develop a style of communication which is effective, motivational and supportive in helping to raise standards. Throughout their development, staff should be encouraged to seek examples of innovative practice and positive evaluation techniques and to apply these in their day-to-day work.

CPD plays a key role in raising the quality of learning opportunities and importance is placed on the need for staff to use appropriate strategies to ensure that students learn the self-discipline required for effective learning. All of your staff must be aware of the learning needs of their students. It is important for support staff to realise how their role helps to support the values of the college and the achievements of young people. The effective use of performance information to establish a baseline will ensure that judgements about achievement are based on firm evidence.

The CYPP must be identified in order to evaluate the impact of learner development, policies and practices. CPD should help the curriculum to ensure that it includes safeguarding and preparation for adult life.

Step 4 – The Framework

The college and partners focus on professional standards and seeks to develop these for all staff.

A college will fulfil the requirements for this part of the process if it has evidence to support each section (4.1 to 4.12)

A= strong evidence B= partial evidence but supports the section C= some supportive evidence but limited

Step 4: section 4.1	Evidence	A	B	C
a. The college systems ensure that all staff have high expectations of students	Data/target setting system is used to set challenging targets for students. Data Manager monitors targets set to ensure they are challenging for all. Behaviour policy and Pastoral Manager ensure that high expectations are set in this aspect. Whole staff are monitored to ensure that all are consistent in this. Evidence: Discussions with staff.			
b. Students are set targets to help them to reach their potential	AFL is fully embedded in college and this means that students are required to set themselves targets in lessons in order to achieve the data targets set by the school/ departments. In addition to this, pupils have review meetings with their mentors twice a year. These meetings are used to set targets for the coming session and are led by the students. Evidence: discussions with pupils.			
c. Staff develop supportive and constructive relationships with each other and with students	The college prides itself on clear, effective systems. The Pastoral team gained a 1 in the last OFSTED, showing the quality of relationships formed. All staff have a group of students from a cross section of the college who they mentor at student review meetings. The Higher Access group have regular email contact with the group managers as do their parents. All staff have line managers for the PM process and this promotes constructive relationships as do the LFTP and LP programmes where staff need to develop effective working relationships with their coaches. Evidence: discussions with staff			

	and students.			
d. Staff demonstrate positive values to students and act as role models	The pastoral system at LOCAL COLLEGE is particularly effective gaining a 1 in the last OFSTED inspection. All staff pride themselves in demonstrating positive values to pupils. We set the example. Evidence: Discussions with students.			
Step 4: section 4.2				
a. The college and its partners ensure that all staff are aware of their statutory responsibilities	ITT students receive INSET on responsibilities. NQT's follow an induction period which includes statutory responsibilities. Staff are constantly reminded about responsibilities e.g. consistency, promoting good standards. All legislation is made available to staff through policies. CPD on relevant issues is always included on development days – Child protection, Inclusion, 14-19 agenda. Evidence: discussions with staff.			
b. Staff are aware of all college policies and practice at a level which is fit for purpose	LA website is available for all. Policies are displayed. All college policies are clearly available for all staff on the staff area. Evidence: LA website, school area. Discussions with staff.			
c. Staff are consulted by the college about policies – <i>this may be through representatives</i>	For LA policies, not all staff are consulted but relevant staff may be. E.g. new NQT policy for completion of assessment forms. All staff are encouraged to comment on school policies – they are clearly available for all to see. Evidence: discussions with SMT.			
d. Staff demonstrate collective responsibility towards policy implementation	Staff are required to follow policy consistently e.g. discipline policy etc Evidence: discussions with staff.			
Step 4: section 4.3				
a. The college monitors staff communication to ensure its effectiveness	All letters to students and parents are seen by HOY's, SLS's or SMT before they are sent out. Articles for the college news letter are amended by Principal and AVP before publication. This ensures relevance and maximum impact. College has an email system. This is regularly monitored to ensure effectiveness e.g. recent forum on blanket emails has led to review of system.			

	Evidence: discussions with staff.			
b. All appropriate staff are involved in a variety of meetings relating to improving the quality of provision, services and raising achievement	Tri-weekly briefing meetings for whole staff. Weekly departmental meetings, weekly pastoral meetings, CIG meetings for all staff, CRG and CLRG. Curriculum monitoring meetings for individual departments, departmental visit meetings, performance management meetings, SMT working weekend. All of these meetings are designed to raise achievement in one way or another either by discussing targets or practices or personal effectiveness. Evidence: discussions with staff			
c. All staff collaborate and co-operate to ensure an effective working environment	All staff are involved in making the college a success – whether as caretaker, office staff or lecturer/teacher. They communicate to ensure the smooth running of the school on a daily basis and collaborate to set targets for the future and how they will play a part in achieving them; e.g. The CDIP is initially devised by the SMT but then it is sent out to SLS's to discuss within departments for their input. Evidence: discussions with staff.			
Step 4: section 4.4				
a. The college provides opportunities for staff to reflect on their practice relevant national professional and occupational standards	This is done mainly through PM where staff are required to reflect on targets set. Also done through section 3 of the SEF/SAR as staff feed into the review of departmental results. Evidence: discussions with staff/SMT. PM reviews.			
b. Staff are encouraged to take responsibility for their own training needs	CPD Manager disseminates all CPD material to relevant staff but they are responsible for discussions with SLS on relevance / necessity of training offered. Staff are also guided towards relevant websites for CPD but they take responsibility for finding suitable courses. All staff are responsible for completing application form appropriately, applying to CPD Manager and completing review form. Evidence: discussions with staff.			
c. Staff are supported in identifying development requirements during the	LA provide all NQT's with guidance file. Weekly meetings with mentors identify			

induction phase	development requirements. Staff identify further requirements on tri-annual assessment forms and on final form where developmental requirements for the second year of teaching need to be noted. Evidence: discussions with NQTs.			
d. The college encourages innovative practice for staff to learn and develop.	All staff contribute to CDIP through departments. All staff are members of a CIG. These are encouraged to think 'out of the box'. The school actively encourages innovation – Principal clearly states this. Evidence: see IIP report. Discussions with Principal.			
e. Staff are encouraged and enabled to adapt their practice in accordance with advice and feedback	All staff are the subject of a rolling programme of observations. Feedback from these is taken and used appropriately. Departmental visits provide departments with a report containing action plans for staff to embrace. Evidence: discussions with staff and SMT.			

GLOSSARY

AfL – assessment for learning
AVP – assistant vice principal
AST – advanced skills lecturer
CDIP – college department development plan
CIP – college improvement plan
CoG – chair of governors
CPD – continuing professional development
CPD MARK – continuing professional development mark
SLS – subject leaders (head of department)
ECM – <i>Every Child Matters</i>
ITT – initial lecturer (teacher) training
HoD – head of department
H/W – homework
ICT – information communications technology
ILU – independent learning units (homework)
NQT – newly-qualified lecturer
PLTS – personal learning and thinking skills
PM – performance management
SE – self evaluation
SEN – special educational needs
SENCO – special educational needs co-ordinator
SMT – Senior Management Team
SoW – scheme of work
VP – vice principal