CPD POLICY

Introduction

Continuing Professional Development (CPD) is any learning activity that helps maintain or increase knowledge and skills - to maintain a high standard of professional practice at KHAS.

Rationale for undertaking CPD

It is essential that all staff members continue to develop the knowledge and skills relevant to their role - as an obligation to parents, students, and other staff, as well as a benefit to themselves.

Aims of the CPD policy

All staff should take responsibility for improving the quality of teaching and learning through appropriate professional development and responding to advice and feedback from colleagues.

CPD is an integral part of adapting to change at KHAS. Hence, to make it as efficient and effective as possible, the CPD Policy aims to be:

- Relevant to staff members' professional roles
- Flexible enough to cater to individual circumstances
- Simple to manage.

CPD Principles

- All stakeholders (teaching, administrative, support staff, and governors) contribute to improved student outcomes; so they have equal access to high-quality induction and continuing professional development.
- We are committed to sharing a good and successful practice that improves teaching and learning.
- CPD processes will be designed to widen staff participation, maximize inclusion and minimize bureaucracy.
- The school will seek initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money, and can be accommodated within the constraints of the school.
- CPD is both a professional expectation and an individual responsibility, with the understanding that staff will take a structured and self-managed approach to further learning by:
    - o actively engaging in CPD
    - o maintaining a record of their CPD
    - o applying learning from CPD to their professional practice

We Believe in Partnership:

At KHAS, we believe that the opportunity to develop professionally and personally improves standards, raises morale, and supports our recruitment and retention processes.

- Therefore, all school community members have opportunities through performance management, appraisal, and feedback mechanisms to discuss their professional development needs.
- Staff work in partnership to deliver and participate in CPD opportunities and to provide mutual support.
- Working in partnership with colleagues ensures that CPD is of the highest quality possible and is relevant to the needs of our students and staff.

Strategic Process:

In order to deliver effective CPD, we undertake regular reviews of our policy and implementation processes.
CPD planning is inextricably linked with the school's improvement plan and is based on a range of information:

- the needs of the school as identified through its self-evaluation framework (SEF);
- issues identified through inspections or reviews (e.g., DLRV – Distance Learning Review Visits);
- UAE and Sharjah priorities;
- Learning Walk and Lesson Observation data analysis;
- feedback from pupils and parents.

Leadership and Management of CPD

The CPD Leader will hold a senior role within the school. To maximize the impact of CPD across the whole school, we will support his/her role:

- The CPD Leader will receive training and support to ensure that they are able to fulfill the role effectively.
- The CPD Leader, the Principal, and the Senior Leadership Team (SLT) are responsible for identifying the school's CPD needs and those of the staff working within it.
- The CPD Leader will discuss with the Principal and SLT the main CPD priorities and the likely budgetary implications of addressing these needs.
- CPD issues will be addressed at governing body meetings and be included as part of the Principal's report.
- The CPD Leader shall attend governing body meetings as appropriate, including the presentation of an annual evaluation report on the provision and impact of CPD.
- There will be robust, transparent arrangements for accessing CPD – these will be communicated to all staff.
- There are arrangements to discuss the annual school priorities by taking into account the following:
  - staff needs and aspirations
  - methods of accessing CPD, including appropriate funding
  - accreditation opportunities;
  - ways of disseminating the training
  - priorities will be reflected in the implementation of our Staff Performance and Development Framework (SPDF).

Provision of CPD

At KHAS, Continuing Professional Development allows staff to develop skills and competencies progressively, with reference to

- Teacher and Leadership licensure requirements;
- Role descriptions for Teaching Assistants, administrative staff, etc.

Planning for Effective CPD

CPD is planned to balance school resources with the aspirations of staff. CPD opportunities must address the following criteria:

a) meet identified individual, school, Sharjah or national development priorities;
b) are based on good practice – in teaching and learning;
c) help raise the quality of student outcomes – whether it be academic or wider school indicators;
d) are facilitated by those with the necessary experience, expertise and skills;
e) are planned systematically and follow the agreed SPDF cycle - except when dealing with emerging issues;
f) are based, where appropriate, on relevant Standards;
g) are based on current evidence, research or inspection priorities;
h) make effective use of resources, particularly ICT;
i) provide value-for-money;
j) have effective monitoring and evaluation systems embedded - including student and/or parent feedback to inform the classroom impact.

The Range of CPD activities

In order to meet the needs of staff and to maximize the impact on teaching and learning a range of formal (40% minimum) and informal approaches to CPD are used at KHAS. These could include several activities including, but not limited to:

- Qualification programs: e.g., a degree program such as Postgraduate Certificate in Education, Masters, or Ph.D. Attaining this certification shall be considered equivalent to the entire CPD requirement for that academic year
- attendance at a course or conference (online or face-to-face)
- in-school training using the expertise available within the school, e.g., team teaching, skills in classroom observation, participating in model lessons;
- school-based work through accessing an external consultant/adviser or relevant expert;
- school visit to observe or participate in good and successful practice, e.g., visit another school or subject area with similar circumstances;
- secondments, e.g., with a national organization or an exchange with another teacher;
- action research within the school with other colleagues; or a best-practice research scholarship;
- distance learning, e.g., relevant resources, training videos, SEA courses;
- practical experience, e.g., national test or exam-marking experience, opportunities to present a paper based on good practice at the school, contributing to a training program, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
- job enrichment, e.g., a higher level of responsibility, job sharing, acting roles, job shadowing;

- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend;
- partnerships, e.g., with a colleague, subject, section or school-wide group; team meetings and activities such as joint planning, observation, special project working group, involvement in a network or a PLC

Ensuring professional development is needs-based.

All CPD should be needs-based as part of a continuous cycle of improvement. KHAS School has a system in place that ensures all learning/training is aligned with the identified individual, school, SPEA or UAE national priorities.

The process is embedded in an annual CPD planning cycle and the templates are available in the school's SPDF (Staff Performance and Development Framework) - accessible on the "myCPD" portal (an online system for individual members to plan and record their CPD).

Our systematic CPD plan is also embedded within KHAS School's improvement planning cycle; i.e., they are fully integrated, and they complement each other.

SPEA Requirements

The required number of professional development hours per Academic Year is stated below. It is noted that KHAS School policy follows an incremental approach that gradually increases the mandatory CPD hours as per SPEA requirements (Circular 3.2-01.0):

Academic Year	Compulsory Hours of CPD: School Leaders	Compulsory Hours of CPD: Teachers	Compulsory Hours of CPD: administrative, professional/technical personnel and support staff
2020 - 2021	75	50	40
2021 - 2022	100	75	60
2022 - 2023	120	100	80
2023 - 2024	140	125	100
2024 - 2025	160	150	120

- All planning for CPD activities should include adherence to the minimum SPEA requirements of 40% formal CPD.
- *Leadership Development:* All CPD activities and opportunities for KHAS School leaders will focus on leading school improvement. School professional development plans for school leaders will at least include a focus on instructional leadership, leading teams, effective use of data, explicit improvement agenda, leadership skills, personal effectiveness, leading learning, etc. Professional development must be part of a formal and ongoing program of improvement as detailed in the School Improvement Plan
- *Teacher Development*: All CPD activities for KHAS School teachers are designed to support student learning and wellbeing. School professional development plans will include a variety of opportunities that focus on topics that include but are not limited to, the UAE national priorities, pedagogy, local and international assessments, curriculum planning, classroom management, student engagement, high student expectations, differentiation, high order thinking student wellbeing, safety, technology, innovation, and informational literacy

- *Development of administrative, professional/technical personnel, and support staff*: All CPD activities for these staff are designed to support student outcomes. School professional development plans will include a variety of opportunities that focus on topics that include but are not limited to the UAE national priorities, student engagement and attendance, high student expectations, high-order thinking, student wellbeing, safety, technology, innovation, and informational literacy.

Quality Assurance

Quality assurance mechanisms ensure that staff access CPD of a consistently high standard:
- To ensure that there are effective links to School improvement and the SEF
- To ensure that CPD maintains a high profile throughout the whole school – it is one of our cornerstones
- To evaluate the impact of CPD on student outcomes – i.e., what difference has it made?

A random sample audit of CPD records will be carried out on an annual basis by the CPD Leader. CPD records are assessed by comparing staff members' key responsibilities with their stated CPD objectives for the year. Staff is free to change their CPD plans as the year progresses, in response to changes of role, or as a result of reflecting on the effectiveness of current CPD activities.

The CPD Leader needs to see the following three things for a CPD record to be signed off in "myCPD":
   a) Plan: notes to show a staff member has considered their job description, appraisal documents, and school priorities to identify what they should aim to achieve for the year ahead.
   b) CPD log: a record of actions to improve the skills or knowledge needed in their role.
   c) Review: an evaluation of the CPD actions, stating whether they achieved the staff member's aims or prompted the staff member to plan further CPD actions

Recording and disseminating CPD outcomes

Staff is encouraged to maintain an individual professional development portfolio, and they are required to log all CPD undertaken for the academic year. The school has developed its own templates on our portal, so all staff is expected to use "myCPD." The CPD Leader can provide guidance where the staff requests it.

In addition to this, records of CPD meetings are also maintained by line managers as part of the appraisal process for all staff. Full details and sample templates are available in the SPDF – see "myCPD."

Staff is responsible for sharing relevant professional development outcomes with the school community. The staff member, with the CPD Leader, plans the process to effectively disseminate it; e.g., relevant papers, a staff or subject meetings session, or lodging resources on the school portal, etc. The CPD Leader is responsible for ensuring whether any follow-up is needed after the training, e.g., feedback to the CPD provider.

In order to ensure that there is equal access and involvement in CPD by all staff, the CPD Leader will regularly update records of the overall training undertaken by the whole school community.

This will be in collaboration with the Business Manager of School KHAS to ensure budget allocations are not exceeded.

Evaluating the impact of CPD

We use an outcomes-based approach to CPD, which focuses on whether the staff is building capacity rather than counting the number of hours spent in training. An annual review of the school CPD Plan takes into account the benefits to:

• improve extra-curricular pupil outcomes – as well as school attainment or progress in academic areas

• more effective and embedded teaching and learning – using evidence from Learning Walk data

• a positive climate of supported implementation

• staff feedback on areas such as confidence, enrichment, motivation, willingness to take risks, collaboration, wellbeing

• pupil feedback on the identified school priorities – what differences have they noticed in daily lessons?

• recruitment and retention of staff – it will consider staff stability, morale, and turnover

• career progression for staff.

Finally, the CPD Leader, School Business Manager, and the SLT will review annually whether any aspects of the CPD provision do not represent value for money. They will make appropriate recommendations to the Governing Body.

Budget

KHAS will allocate at least 3% of our annual operating budget, or 10% of our annual revenue/profit, to provide continuous professional development for school leaders, teachers, administrators, professional/technical personnel, and support staff.

Each curriculum area/business unit will receive a specific allocation of money, as identified by the Senior Leadership team and the Business Manager of School KHAS. Allocations will be prioritized according to the explicit improvement agenda, considering the school's constraints.

This budget can include but is not limited to, costs for providing CPD for staff, teaching and learning resources, course enrolment costs, and costs to support in-school CPD programs.

Note
This CPD policy will be reviewed by the Senior Leadership Team (SLT) regularly. However, in collaboration with our School Improvement Advisor, KHAS will submit its annual CPD plan to SPEA annually.

Last Review	*September 2025*		Prepared by:	*Academic Dept.*
Next Review	*August 2026*		Approved by:	*Principal*