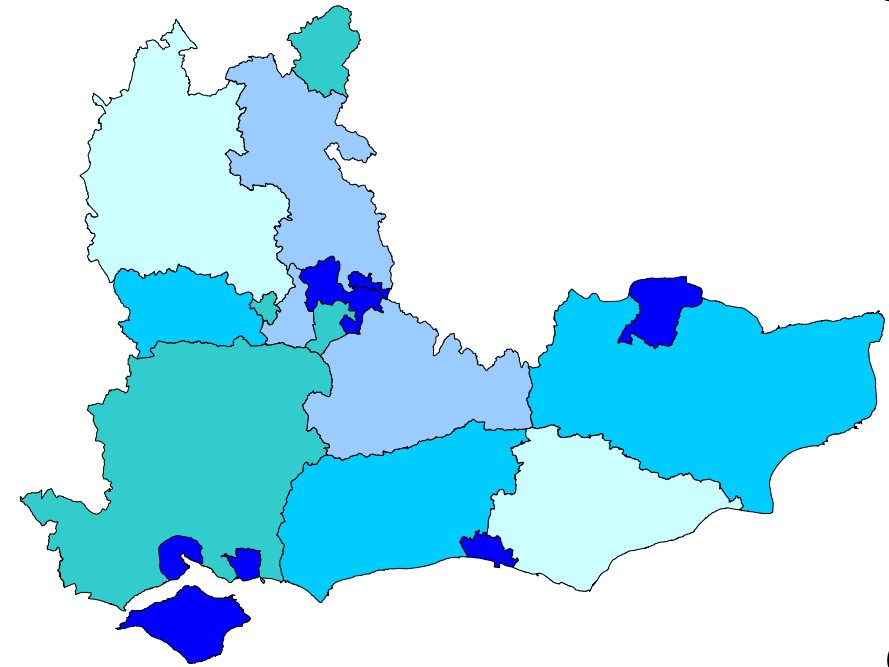


WORKING TOGETHER TO ACHIEVE EXCELLENCE



QUALITY MARK FOR CPD LEADERSHIP



The South East Region's Quality Mark for CPD Leadership

- Schools will be invited to submit an application for the Quality Mark to the relevant person in their Local Authority by completing the following form.
- Once received, the Local Authority will verify the submission, by visiting the school and scrutinising the evidence in support of the school's application.
- The Local Authority will then award either the bronze, silver or gold Quality Mark, dependent on the criteria met.
- The Quality Mark would be awarded for three years before the school would need to apply for redesignation.
- During any three-year period a school can apply to have their award upgraded.

Schools will assess themselves against five key characteristics.

Schools will judge themselves to be at one of three levels based on the criteria for each of the standards. The criteria are as follows:

Developing:	The school or setting shows evidence of working towards the standard in all areas
Implemented:	The standard is being met and effective practices and processes are in place.
Embedded:	The standard is being met and practices and processes demonstrate rigour and sustainability.

If the majority of criteria are met for each of the characteristics then the relevant award will be given to the school:

Developing:	Bronze award.
Implemented:	Silver award.
Embedded:	Gold award.



1. CULTURE	Criteria		
	Standards for quality mark	Developing	Implemented
1.1 The culture of the school promotes high quality teaching and learning strategies, which are supported by effective professional learning of staff.	The CPD culture is evident in school development plan.	The CPD culture is evident in school development plan. Staff share the vision.	Included in school development plan. Staff share the vision. Professional learning for staff is an integral part of school.
1.2 Pupil voice is recognized, valued and contributes to the development of the school as a learning community.	Pupil voice is used within the school.	Feed back on teaching on learning through pupil voice exists within the school.	Feed back on teaching on learning through pupil voice exists within the school and informs professional development strategy.
1.3 The school has policies for Performance Management, Induction and Continuing Professional Development and they are cross-referenced.	Most of the policies are in place.	All policies have been consulted upon and are in place.	Policies have been in place for some time and staff are involved in their evaluation and review.
1.4 The school has a plan for Continuing Professional Development, which supports the School Improvement Plan and the Performance Management process.	A CPD plan exists within the school development plan.	A CPD plan is in place, which is based on the outcomes of the Performance Management process.	A CPD plan is in place, which is based on the outcomes of the Performance Management process and is regularly reviewed and evaluated against the school development plan.
1.5 There is a CPD Leader who has a clear job description and is integrated into the school leadership team.	There is a CPD leader with a clear job description.	There is a CPD leader with a clear job description who contributes at senior leadership level to school improvement.	There is a CPD leader with a clear job description who has a strategic leadership role within the school which impacts on school improvement.



1. CULTURE	Criteria		
	Standards for quality mark	Developing	Implemented
1.6 Members of staff engage in professional dialogue and share good practice.	Members of staff are encouraged to share good practice.	Members of staff share good practice and are aware of its impact on school improvement.	Members of staff share good practice and are aware of its impact on school improvement. The school's processes and procedures support this.
1.7 Members of staff take responsibility for their own professional learning and support the professional learning of colleagues.	Staff identify professional development needs.	Staff take responsibility for ensuring that their professional development needs are identified and met.	Staff take responsibility for ensuring that their professional development needs are identified and met. Coaching and mentoring are an established part of the school's ethos of professional learning.
1.8 CPD is costed and a budget allocated to support school improvement priorities.	Money is allocated annually to CPD.	A budget for CPD is allocated according to school improvement priorities and Performance Management outcomes.	There is a fully resourced CPD plan linked to the school improvement plan and Performance Management outcomes.
1.9 Members of staff take responsibility for developing their professional learning, career progression and for their Performance Management and keep an ongoing record.	Staff are aware of the opportunities available and discuss these with the CPD leader.	Staff engage in professional learning activities linked to their career aspirations and their Performance Management objectives.	Staff engage in and reflect on, professional learning activities linked to their career aspirations and their Performance Management objectives and keep an ongoing record.



2. PROVISION	Criteria		
Standards for quality mark	Developing	Implemented	Embedded
2.1 The school uses the Professional and Occupational Standards to support and engage staff in self-evaluation and to identify future learning objectives.	Professional Standards are used as a backdrop to Performance Management.	Professional Standards are used as a backdrop to Performance Management and as an ongoing tool for identifying professional development opportunities.	Within the school there is an ongoing professional dialogue linked to professional standards and self- evaluation which informs the Performance Management process and the identification of professional development opportunities.
2.2 Professional development linked to the School Improvement Plan and Performance Management objectives is undertaken by teachers, support staff and governors.	Performance Management objectives are linked to the school improvement plan.	Staff are involved in identifying their professional development needs linked to their Performance Management objectives and the school development plan.	Staff take responsibility for planning and evaluating their professional development linked to Performance Management and the school improvement plan.
2.3 A varied menu of CPD opportunities exists to meet professional development needs of staff and governors.	Staff are aware of the professional development opportunities open to them.	Staff are aware and are able to access a range of professional development opportunities.	There is an entitlement and expectation that staff will engage in a range of professional learning opportunities which are evidenced.



2. PROVISION	Criteria		
Standards for quality mark	Developing	Implemented	Embedded
2.4 Action learning and research is integral to professional learning and development.	Staff are able to evaluate their practice and this informs the identification of professional development needs.	Staff are able to evaluate their practice and this informs the identification of professional development needs. Staff engage in action learning sets and small research projects.	Staff are able to evaluate their practice and this informs the identification of professional development needs. Staff engage in action learning sets and small research projects and gain recognition or accreditation for their professional learning.
2.5 Performance Management planning and review meetings take place for staff on an annual basis.	Performance Management reviews take place annually for staff.	Performance Management reviews take place annually for staff with ongoing professional dialogue to support the process.	Performance Management reviews take place annually for staff with ongoing professional dialogue to support the process. The impact of Performance Management on school improvement is evaluated.
2.6 The school has an Induction Policy setting out provision for staff and governors new to the school, new to role and for NQTs.	An induction policy is in place.	An induction policy is in place which is personalised to the individual and their role.	An induction policy is in place and there is a co-ordinated and planned programme of induction for staff new to the school or new to role.



3. LEADERSHIP AND GOVERNANCE	Criteria		
Standards for quality mark	Developing	Implemented	Embedded
3.1 The CPD Leader is proactive in pursuing their own professional development to support their role.	The CPD leader attends LA network meetings and conferences.	The CPD leader attends LA network meetings and conferences. The CPD leader is proactive in sourcing professional development opportunities and their role is understood by staff.	The CPD leader attends LA network meetings and conferences. The CPD leader is proactive in sourcing professional development opportunities and personalises these opportunities to meet the needs of staff. Their role is understood by staff.
3.2 There is a comprehensive programme of Continuing Professional Development easily accessible for staff.	Staff have access to a programme of continuing professional development.	A programme of CPD is planned as a result of Performance Management outcomes.	A programme of CPD is planned as a result of Performance Management outcomes and meets the needs of individuals. Its impact is evaluated against the school improvement plan.
3.3 There is a Governor responsible for Governor Training.	A named governor is responsible for governor development.	A named governor is responsible for governor development. Governor training is linked to school improvement.	A named governor is responsible for governor development. Governor training is linked to school improvement through regular liaison with the CPD leader.



3. LEADERSHIP AND GOVERNANCE	Criteria		
Standards for quality mark	Developing	Implemented	Embedded
3.4 Headteacher reports to the Governing Body on Continuing Professional Development.	The headteacher reports annually on CPD stating the number of staff involved and the type of CPD undertaken.	The headteacher reports annually on CPD stating the number of staff involved and the type of CPD undertaken and providing a breakdown of the CPD budget.	The headteacher reports regularly on CPD stating the number of staff involved and the type of CPD undertaken and providing a breakdown of the CPD budget and the impact that CPD has had on school improvement.
3.5 The leadership of the school value and encourage Continuing Professional Development for staff.	The leadership of the school encourages CPD for staff.	The leadership of the school encourages CPD for staff and promotes the value of professional learning on school improvement.	The leadership of the school models professional learning to encourage CPD for staff and promotes the value of professional learning on school improvement.
3.6 Information relating to professional development is kept in the school and is monitored, evaluated and used to inform future planning.	A record of professional development undertaken is kept.	A record of professional development undertaken is kept and updated by the individual and CPD leader.	A record of professional development undertaken is kept and updated by the individual and CPD leader and is evaluated to inform school improvement review and planning.



4. LEADERSHIP AND GOVERNANCE	Criteria		
Standards for quality mark	Developing	Implemented	Embedded
4.1 The impact of CPD is measured against the school improvement plan.	CPD is included in the school development plan.	Staff are aware of CPD needs identified in the school development plan.	Staff are aware of CPD needs identified in the school development plan and are able to apply these to their own Performance Management objectives.
4.2 Members of staff regularly reflect on their own professional learning, keeping evidence of their improvements and achievements.	Staff have a professional dialogue as part of Performance Management review	Staff have a professional dialogue as part of Performance Management review and can evidence how CPD has improved their practice and outcomes.	Time is set aside for staff to reflect on and share their own professional learning. Staff have a professional dialogue as part of Performance Management review and can evidence how CPD has improved their practice and outcomes.
4.3 CPD for teams working within the school is evaluated by their leader.	Team leaders have a clear understanding of the CPD needs of their team.	Team leaders have a clear understanding of the CPD needs of their team and they are clearly linked to the team's improvement objectives, including intended impact on standards of achievement.	Team leaders have a clear understanding of the CPD needs of their team and they are clearly linked to the team's improvement objectives. Intended impact and the actual impact on standards of achievement is evaluated regularly.



4. LEADERSHIP AND GOVERNANCE	Criteria		
Standards for quality mark	Developing	Implemented	Embedded
4.4 The leadership team evaluates the impact of Continuing Professional Development.	School leaders have a clear understanding of the CPD needs of their staff.	School leaders have a clear understanding of the CPD needs of their team and they are clearly linked to the staff's improvement objectives, including intended impact on standards of achievement. These are identified in the school's CPD plan.	School leaders have a clear understanding of the CPD needs of their team and they are clearly linked to the staff's improvement objectives, including intended impact on standards of achievement. These are identified in the school's CPD plan. The actual impact is regularly monitored and reported.



5. IMPACT	Criteria		
Standards for quality mark	Developing	Implemented	Embedded
5.1 The school has a strategic plan for Continuing Professional Development to support its development.	The school has identified the professional development needs linked to their staffing structure.	The school has identified the professional development needs linked to their current and potential staffing structure.	The school has a clearly costed programme linked to the professional development needs of their current and future staffing structure including succession planning.
5.2 The leadership of the school ensures that effective practitioners are identified to support the professional development needs within the school.	School leadership has identified members of staff whose good practice can be utilised within the school.	School leadership has identified members of staff and has invested in appropriate training to allow them to support professional learning within the school.	The school leadership routinely audits the skills of its staff and utilises the expertise of individuals to support the professional learning of staff.
5.3 The school is involved in collaboration with other schools.	The school belongs to a consortium or cluster.	The school belongs to a consortium or cluster within which shared CPD activities take place.	There is an evolving, comprehensive programme of professional development opportunities available to all members within the consortium which is evaluated.



5. IMPACT	Criteria		
Standards for quality mark	Developing	Implemented	Embedded
5.4 The school leadership monitors the CPD budget and its impact on school improvement.	There is a costed CPD plan linked to school improvement.	There is a costed CPD plan linked to school improvement. Staff evaluate the personal impact of their professional learning and this information is monitored and evaluated by the school's leadership.	Staff evaluate the impact of their professional learning on contributing to raising standards and meeting school improvement priorities. Outcomes are monitored and evaluated against a costed CPD plan by the school's leadership enabling them to identify CPD opportunities which have provided best value for money.