



HOPEBRIGHT

S C H O O L

Staff CPD Policy

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STAFF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICY

Hopebright School Bolton is committed to safeguarding and promoting the welfare of children and young people and requires all staff to act in the best interests of pupils at all times.

1. Introduction

Hopebright School Bolton recognises that high-quality continuing professional development (CPD) is essential to maintaining high standards of education, safeguarding, wellbeing and professional practice.

The school is committed to supporting all staff in developing the knowledge, understanding, skills and confidence necessary to fulfil their roles effectively and contribute positively to school improvement.

The school recognises that effective CPD benefits pupils, staff and the wider school community by:

- improving educational outcomes and pupil wellbeing.
- supporting safeguarding and child protection practice.
- promoting professional confidence and competence.
- encouraging reflective practice and continuous improvement.
- supporting recruitment, retention and career progression.

This policy applies to all staff including teachers, support staff, leadership staff, volunteers, agency staff and any individual working for, or on behalf of Hopebright School Bolton.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Safe Working Practice Policy (Code of Conduct)
- Staff Appraisal Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Behaviour Policy
- Online Safety and Multi-Media Policy
- Whistle Blowing Policy

2. Aims and objectives

The aims of this policy are to:

- promote a culture of continuous professional learning and development.
- ensure staff remain up to date with current legislation, guidance and best practice.
- support staff in developing professional knowledge and skills.
- improve outcomes for pupils through high-quality professional practice.
- ensure statutory and mandatory training requirements are met.
- support staff wellbeing, confidence and career development.
- encourage reflective practice and professional collaboration.

3. Legal framework

This policy has been developed in accordance with relevant legislation and statutory guidance including:



- The Education Act 2002
- The Children Act 1989 and 2004
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Teachers' Standards
- Independent School Standards Regulations

Hopebright School Bolton recognises its responsibility to ensure staff receive appropriate training and professional support relevant to their role and responsibilities.

4. Principles of professional development

Hopebright School Bolton believes that effective CPD should:

- be relevant, purposeful and linked to school improvement priorities.
- support safeguarding, inclusion and pupil wellbeing.
- be accessible to all staff.
- encourage reflective practice and professional dialogue.
- support evidence-informed practice.
- promote collaboration and shared learning.
- have a positive impact on professional practice and pupil outcomes.

The school recognises that professional development is an ongoing process rather than a one-off event.

5. Roles and responsibilities

The Head Teacher

The Head Teacher is responsible for:

- promoting a positive culture of professional learning.
- ensuring appropriate CPD opportunities are available.
- ensuring statutory and mandatory training is completed.
- monitoring the effectiveness of CPD provision.
- ensuring CPD supports school priorities and safeguarding requirements.

Senior Leaders and Managers

Senior leaders and managers are responsible for:

- identifying staff training and development needs.
- supporting staff professional growth and wellbeing.
- monitoring the impact of CPD activities.
- ensuring staff have access to appropriate support and guidance.

Staff

All staff are responsible for:

- engaging positively with professional development opportunities.
- maintaining and developing professional knowledge and skills.
- completing mandatory training within required timescales.
- reflecting on their own professional practice.
- contributing to a culture of professional learning and improvement.

6. Identifying CPD needs

CPD needs may be identified through:

- performance management and appraisal processes.
- supervision meetings.
- safeguarding reviews and audits.
- school improvement priorities.
- changes in legislation or statutory guidance.
- professional reflection and self-evaluation.
- pupil needs and outcomes.
- inspection findings or external recommendations.

The school will seek to balance organisational priorities with individual professional development goals.

7. Types of CPD activities

Professional development opportunities may include:

- safeguarding and child protection training
- in-house training sessions
- external courses and conferences
- mentoring and coaching
- peer observation and collaborative practice
- supervision and reflective discussions
- online learning and webinars
- professional reading and research
- qualifications and accredited programmes
- leadership development opportunities

The school recognises that informal learning and professional discussion also contribute significantly to staff development.

8. Safeguarding and statutory training

Hopebright School Bolton recognises that safeguarding training is a fundamental aspect of professional development.

All staff will receive appropriate safeguarding and child protection training including:

- safeguarding induction
- annual safeguarding updates



- child protection procedures
- behaviour management
- online safety
- Prevent and radicalisation awareness
- health and safety training
- first aid training where appropriate
- restrictive physical intervention training where appropriate

The school will maintain records of mandatory and statutory training.

9. Induction and early career support

All new staff will receive an induction programme appropriate to their role.

Induction may include:

- safeguarding and child protection procedures
- health and safety arrangements
- behaviour management procedures
- school policies and expectations
- professional boundaries and conduct
- emergency procedures
- role-specific training

Appropriate mentoring, supervision and support will be provided during induction and probation periods.

10. Performance management and appraisal

Performance management and appraisal arrangements will support professional reflection, development and improvement.

Appraisal discussions may include:

- review of professional strengths and achievements
- identification of development needs
- discussion of training opportunities
- professional goals and objectives
- wellbeing and support needs

The school aims to ensure that appraisal processes are constructive, supportive and developmental.

11. Recording and evaluating CPD

Hopebright School Bolton will maintain appropriate records of staff training and professional development activities.

Evaluation of CPD may include:

- staff feedback
- reflection and discussion
- observation of professional practice



- impact on pupil outcomes and wellbeing
- safeguarding audits and reviews
- monitoring against school improvement priorities

The school recognises the importance of evaluating the effectiveness and impact of CPD activities.

12. Equality of access to CPD

Hopebright School Bolton is committed to ensuring fair and equitable access to professional development opportunities.

CPD opportunities will be offered without discrimination on the basis of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Reasonable adjustments will be considered where appropriate.

13. Professional conduct and expectations

All staff are expected to:

- uphold professional standards at all times.
- engage respectfully and constructively in training activities.
- apply learning appropriately within their role.
- contribute positively to the wider school community.
- maintain confidentiality and safeguarding responsibilities.

Failure to complete mandatory training or adhere to professional expectations may be addressed through supervision or disciplinary procedures where appropriate.

14. Monitoring and review

The Head Teacher is responsible for the implementation, monitoring and review of this policy.

This policy will be reviewed annually or sooner in response to:

- changes in legislation or statutory guidance
- safeguarding developments
- organisational changes
- inspection findings
- identified training needs

If you have any questions or concerns regarding this policy, please contact the Head Teacher.



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