



## CONTINUING PROFESSIONAL DEVELOPMENT POLICY

<b>Reviewed:</b>	August 2025
<b>Next Review Due:</b>	August 2026
<b>Applies To:</b>	Whole School Staff
<b>Owner:</b>	Head of School
<b>Approved By:</b>	Board of Directors

### Mission, Vision and Values

#### Mission

To inspire our children to reach their full potential by fostering curiosity and an interest in learning, awakening their minds and illuminating their world.

#### Vision

To create an affordable international secondary school with a high standard of education where children learn through practical and project-based work. To develop our students' moral and intellectual capacity, and to encourage creativity and adaptability.

#### Aim

An education that is broad, balanced and challenging, with an emphasis on developing strong connections to our host country, Uganda.

#### Values

Desire for lifelong learning; an ability to adapt; be innovative and reflective thinkers; open minded, and empathetic while achieving high academic success according to individual potential.

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## 1. Introduction and Rationale

At 7Hills International School, we believe staff development directly enhances student learning, wellbeing and outcomes. High-quality CPD strengthens expertise, supports reflection and builds a culture of continuous improvement.

This policy outlines the principles and processes for CPD across all staff. We prioritise purposeful, fair and sustainable professional learning, with a focus on internal development, coaching and collaboration, alongside carefully selected external opportunities that benefit students and the school community.

## 2. Ethos and Philosophy of Professional Learning

The professional culture of 7Hills is rooted in respect, trust and collective responsibility. We view staff as practitioners who are continually building expertise rather than simply attending courses or accumulating certificates. CPD is therefore understood not as an isolated activity but as part of an ongoing learning journey that takes place through everyday practice, collegial dialogue, reflection and inquiry.

We believe that effective professional development:

- enhances classroom and pastoral practice
- supports student progress and wellbeing
- develops leadership capacity at all levels
- promotes ethical and professional conduct
- strengthens staff morale, identity and retention

Professional learning should also be developmental rather than punitive. Participation in CPD is not a mechanism for sanction, but an opportunity to strengthen skills, deepen insight and engage constructively with professional challenges.

## 3. Scope of the CPD Programme

The CPD programme at 7Hills encompasses a broad range of activities designed to meet differing needs, roles and stages of career development. These include internally led training sessions, coaching and mentoring partnerships, collaborative planning, reflective inquiry, peer observation, role-specific training, leadership development activities and where appropriate, externally provided courses or qualifications.

The programme is designed to balance whole-school priorities with individual interests and aspirations. It supports the development of teachers, support staff, administrative teams and leaders alike, recognising that every colleague contributes to the educational experience of students and the life of the school.

## 4. Aims of CPD at 7Hills

The aims of the school's CPD provision are to:

- improve the quality of administration, operations, teaching, learning, safeguarding and pastoral support
- support staff to perform confidently and effectively in their roles
- strengthen collaboration and professional dialogue across the school
- build leadership capacity and future succession pathways
- encourage reflective, principled and evidence-informed practice

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- support staff wellbeing, agency and professional identity
- enhance recruitment, retention and staff continuity
- foster a culture of shared responsibility for improvement

The ultimate aim of CPD is the improvement of outcomes and experiences for students through the continuous development of the adults who work with and for them.

### 5. Principles Guiding the Design of CPD

The CPD programme is shaped by principles that reflect best practice in professional learning, adapted to the realities of our context and resources. These principles include:

- CPD should directly improve student learning, progress, inclusion and wellbeing, with priority given to impact on teaching, assessment, behaviour and systems.
- CPD must be relevant to roles, balancing whole-school priorities with subject knowledge and the needs of different staff groups.
- CPD should be collaborative, using coaching, discussion, peer observation and mentoring to build shared expertise.
- CPD must be cost-effective, prioritising internal expertise and carefully selected external opportunities aligned with school priorities.

### 6. Internal Professional Learning and Collaboration

Internal CPD is central to the school's professional learning model. Whole-school and small-group sessions support key pedagogical and operational development. Opportunities include:

- collaborative planning and curriculum development
- peer observation and professional dialogue
- mentoring and coaching
- role-specific training
- data, assessment and safeguarding sessions

The focus is on professional dialogue, shared practice and problem-solving rather than paperwork. Staff are expected to engage openly and contribute to the learning of others.

#### 6.1 In-Service Training (INSET)

INSET days are held at the start of the year, with additional sessions as needed. The programme is planned by the Senior Leadership Team, informed by the School Development Plan, appraisal and school priorities.

INSET aims to improve teaching, learning and pastoral provision by developing pedagogical understanding, subject knowledge and awareness of current practice.

Sessions use a balance of internal expertise and selected external input where it adds clear value.

#### 6.2 Teacher Learning Communities (TLCs)

Alongside INSET, professional learning is sustained throughout the academic year through weekly CPD sessions. These may take place at whole-school, divisional, departmental or key stage level and are planned in advance through the CPD calendar to ensure coherence and continuity.

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## 7. Professional Development for Early Career Teachers and Qualification Pathways

Early Career Teachers (ECTs), trainee teachers and colleagues completing professional qualifications such as the IPGCE or QTS route are entitled to additional guidance, structured support and opportunities to develop confidence in their practice.

Where possible, this includes mentoring, observation and feedback, access to CPD, and support in applying theory to practice. Staff are encouraged to share learning with colleagues and contribute to professional development across the school.

## 8. CPD for Non-Teaching and Support Staff

The school recognises that non-teaching colleagues (including administrative staff, pastoral assistants, operational teams, technical staff and support personnel) play a vital role in enabling teaching, safeguarding students and sustaining the daily life of the school. Their professional development is therefore considered equally important.

Development for non-teaching staff may take the form of role-specific systems training, operational or compliance-based updates, communication or service-focused development, coaching and mentoring, opportunities for internal shadowing and attendance at relevant internal or external sessions where these can be justified and resourced.

Line managers support colleagues to identify appropriate areas for development and ensure that professional learning aligns with both individual growth and organisational needs. Wherever possible, non-teaching colleagues are included in whole-school professional learning events so that they feel part of the broader learning culture of the school.

## 9. Access, Fairness and Prioritisation

Staff can discuss CPD needs through appraisal, line-management or professional dialogue. Requests are considered fairly, based on school priorities, student needs, resources and operational constraints.

Decisions consider alignment with school priorities, impact, role relevance, opportunities to share learning, professionalism and cost-effectiveness. Approval is not guaranteed and may be adapted or replaced with internal options if required.

In allocating CPD opportunities, particularly those involving financial commitment or staffing cover, the school will consider:

- alignment with school improvement priorities
- potential impact on teaching, learning or student support
- relevance to the individual's current role or planned responsibilities
- the extent to which learning can be shared or disseminated
- evidence of professionalism, engagement and reliability
- the proportional cost relative to likely benefit

While every effort is made to support meaningful development opportunities, approval cannot be guaranteed and may be deferred, modified or replaced with internal alternatives where budgetary or staffing conditions require.

## 10. Responsibilities for Supporting Professional Development

The Head of School holds overall responsibility for the strategic direction of CPD, ensuring it reflects whole-school priorities and the needs of all staff. The CPD lead supports this by identifying needs, maintaining records, monitoring engagement and evaluating impact.

CPD priorities are informed by self-evaluation, student outcomes, appraisal, observations and professional dialogue, ensuring a balance between teaching, pastoral and operational development.

Line managers guide staff in identifying relevant development opportunities, ensuring they align with school priorities and can be applied in practice. All staff are expected to engage with CPD, reflect on their practice and contribute to the learning of others.

## 11. Monitoring and Evaluating Impact

CPD is evaluated not only in terms of attendance or participation, but also in relation to its influence on practice, culture and outcomes for students. Evidence of impact may include improvements in teaching quality, student engagement, assessment practices, pastoral support, leadership effectiveness, operational efficiency or professional confidence.

Evaluation may be informed through reflection, observation, data, student voice, professional discussion or written feedback. The purpose of evaluation is developmental: to refine the programme, identify strengths, understand limitations and inform future planning.

Findings may be reported to senior leadership and used to ensure that resources are used responsibly and that CPD remains purposeful and relevant.

## 12. Process for Requesting School Support for External Courses and Qualifications

In some circumstances, the school may agree to support staff in undertaking an external professional qualification or extended course such as an IPGCE, Master's degree, NPQ or specialised certification. Because such commitments require significant financial and staffing consideration, a clear process and eligibility framework is applied.

### 12.1 Eligibility Criteria

Staff may be considered for school-supported external study where:

- the course is demonstrably relevant to the staff member's current role or a clearly defined future role within the school
- the anticipated learning will strengthen provision, capacity or expertise that directly benefits students or the school
- the colleague has demonstrated strong professional conduct (inc. attendance), reliability and positive contribution to the school community
- the staff member has engaged meaningfully with internal CPD opportunities
- The course represents reasonable value for money in relation to comparable courses offered by alternative providers, including cost, quality, accreditation, mode of delivery and relevance to the school's context. Where appropriate, staff may be asked to provide evidence of comparison with similar courses or providers.

Consideration will also be given to workload and operational impact. Approval is more likely where study commitments can be balanced responsibly with professional duties and where

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the programme does not place disproportionate strain on students, colleagues or timetables.

### **12.2 Application Process**

Staff wishing to seek school support for an external course must first discuss their proposal with their line manager. This conversation should explore the professional rationale for the course, expected benefits for the school, potential implications for workload and cover and how learning might be shared or applied.

Following this discussion, the staff member will submit a written application using the appropriate form:

- CPD Request Application Form – Short Course
- CPD Request Application Form – Long Term / Financial Support

The request will then be reviewed by the Head of School (and, where appropriate, the relevant senior leader), before referring to the Board for approval. A decision will be based on eligibility, school priorities, available resources and the overall balance of CPD commitments across the staff body.

Where full funding is not possible, the school may offer partial contribution, a loan to cover fees, study flexibility, mentoring support or alternative internal development pathways.

### **12.3 Funding Arrangements and Conditions**

Where the school agrees to make a significant financial contribution to an external qualification, the terms of support will be confirmed formally in writing and signed by both the staff member and the Head of School. As a general principle, financial support will be provided on a shared-responsibility model, recognising that both the colleague and the school benefit from the qualification.

#### **12.3.1 Fee Contribution**

Unless otherwise agreed, the following guidance will normally apply:

- For short courses, certificates or micro-credentials, the school may contribute up to 50-100% of tuition fees, subject to budget availability and demonstrable benefit to the school.
- For extended or award-bearing qualifications (e.g. IPGCE, NPQ, Master's modules) the school may contribute up to 50% of tuition fees, with a higher contribution considered only in exceptional circumstances and where the qualification is directly linked to a strategic school need.
- The balance of fees remains the responsibility of the staff member.

The level of contribution will take into account affordability, school priorities, the extent to which expertise can be shared across the school, and the colleague's history of professionalism and commitment to internal CPD.

## 12.3.2 Payment and Reimbursement

Financial support may be provided in one of the following ways:

- Reimbursement upon successful completion of each module or assessment milestone; or
- Staged reimbursement, released on receipt of evidence of satisfactory progress; or
- Partial contribution paid directly to the provider, where appropriate.

Where reimbursement is used, the staff member must provide:

- proof of enrolment
- proof of payment
- evidence of successful completion or academic progress

The school will not normally reimburse failed, withdrawn or incomplete modules unless exceptional circumstances apply.

## 12.3.3 Professional Expectations During Study

Staff receiving financial support are expected to:

- maintain good attendance and punctuality at work
- manage workload responsibly and professionally
- meet school deadlines and performance expectations
- remain fully engaged in internal CPD and team activity
- reflect school values in conduct and communication

Continued financial support is conditional upon the colleague maintaining satisfactory professional performance, as determined through the school's appraisal and line management processes. Failure to meet these expectations may result in suspension or withdrawal of financial support.

## 12.3.4 Post-Completion Service Commitment

To ensure that the school community benefits from the enhanced knowledge and expertise developed, financial support will normally be linked to a post-completion service expectation:

- For courses lasting up to 1 year - minimum service expectation: 1 additional year
- For courses lasting 1–2 years - minimum service expectation: 2 additional years
- For courses more than 2 years - expectations will be reviewed based on the nature of the course and need of the school.

The exact period will be confirmed in writing before funding is approved.

During this period, the colleague may also be asked to:

- share learning through internal CPD or coaching
- contribute to departmental or whole-school development
- support relevant improvement priorities

## 12.3.5 Early Departure and Fee Repayment

Where a colleague chooses to leave the school before fulfilling the agreed service period, they will normally be required to repay a proportion of the school's financial contribution, calculated on a declining-balance basis, for example:

1 Year Course:

- Leaving before course completion / current contract expiry = 100% repayment
- Leaving following completion of the course, but during agreed employment extension period = 50% repayment

Exact percentages may be adjusted to reflect course cost, study duration and local context. The Head of School (and/or Board) retains discretion to vary or waive repayment requirements in exceptional or compassionate circumstances.

Where employment is terminated due to serious misconduct or sustained underperformance during the agreed service period, the school reserves the right to review and where appropriate, seek repayment of a proportion of the financial support provided.

## 12.4 Professional Obligations Following Completion

Colleagues who receive school support for an external qualification are expected to:

- apply their learning to enhance their practice and contribution to the school
- support colleagues by sharing relevant expertise, insight or resources
- participate in internal CPD or development initiatives where appropriate
- demonstrate professional leadership consistent with the nature of the qualification

These expectations are not designed as punitive conditions but as recognition that external study is an investment in both the individual and the school community.

## 13. Staff Voice, Wellbeing and Inclusion

The school promotes a CPD culture that is motivating, respectful and sustainable, with staff voice informing ongoing development and improvement.

Workload and wellbeing are considered in planning, ensuring CPD is manageable and supportive. The school is committed to equitable, inclusive access to appropriate CPD for all staff.

## 14. Review of the Policy

This policy will be reviewed annually to ensure that it remains aligned to school priorities, financial realities, evolving educational expectations and emerging professional learning needs. Amendments may be made in consultation with leadership, staff and relevant governance structures.

## 15. Distribution and Access

This policy is available to all staff, students, and parents via the school website and on the school Google drive. Printed copies can be requested from the school reception.

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## CPD Request Application Form – Short Course

### Section 1 - Applicant Details

Name:	
Role / Job Title:	
Department / Team:	
Line Manager:	
Length of Service at 7Hills:	

### Section 2 - CPD Activity Details

Title of course / training:	
Provider / organisation:	
Mode of delivery:	<input type="checkbox"/> Online <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid
Date(s) of activity:	
Total duration (hours / days):	

### Section 3 - Purpose and Relevance

How does this CPD relate to your current role and responsibilities?	
How this CPD relates to school, departmental or strategic priorities	
How will this CPD improve your practice and effectiveness?	
How you will share learning with others?(e.g., coaching, informal briefing, resource sharing)	

### Section 4 - Cost & Logistics

Course fee:	
Travel / incidental costs:	
Funding requested:	<input type="checkbox"/> None <input type="checkbox"/> Partial support <input type="checkbox"/> Full support

### Section 5 - Applicant Declaration

I confirm that:

- the information provided is accurate
- I will attend / complete the course in full
- I will share relevant learning with colleagues where appropriate

Signature	Date

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## Section 6 - Line Manager Recommendation

Line Manager Name:	
Comments on relevance, workload balance and value:	
Recommendation:	<input type="checkbox"/> Approve <input type="checkbox"/> Approve with conditions <input type="checkbox"/> Not recommended
Signature / Name:	
Date:	

## Section 7 — CPD Lead / Head of School Decision

Funds available checked?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Decision:	<input type="checkbox"/> Approved <input type="checkbox"/> Approved with funding <input type="checkbox"/> Approved without funding <input type="checkbox"/> Not approved
Conditions (if any):	
Record updated:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Signature / Name:	
Date:	

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## CPD Request Application Form – Long-Term / Financial Support

### Section 1 - Applicant Details

Name:	
Role / Job Title:	
Department / Team:	
Line Manager:	
Length of Service at 7Hills:	
Have you previously received school-funded CPD?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please give details:

### Section 2 — Programme Details

Qualification title:	
Awarding institution / provider:	
Level / type of qualification:	<input type="checkbox"/> IPGCE <input type="checkbox"/> QTS <input type="checkbox"/> NPQ <input type="checkbox"/> Master's <input type="checkbox"/> Other (please specify):
Programme duration:	
Start date:	
Expected completion date:	
Mode of study:	<input type="checkbox"/> Online <input type="checkbox"/> Blended <input type="checkbox"/> In-person
Will the programme involve time away from school during term time?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:

### Section 3 - Professional Rationale

Please provide clear responses to the following:

1. Why are you applying for this qualification at this stage in your career?
2. How is the programme relevant to your current role and your future responsibilities at 7Hills?
3. How does the course align with school or departmental priorities?
4. What expertise or capacity will this qualification build within the school?
5. How will students/school benefit from your learning and development?

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## Section 4 - Workload & Role Impact

1. How will you balance study requirements with workload and responsibilities?

2. Any anticipated timetable or duty implications.

3. Any adjustments requested (if applicable).

4. Support needed from line manager or colleagues.

## Section 5 - Financial Support Requested

Total tuition fees:	
Fees per module / year (if applicable):	
Funding requested from school:	
<input type="checkbox"/> 25% contribution	<input type="checkbox"/> 50% contribution
<input type="checkbox"/> Other (specify):	
Payment preference (if approved):	
<input type="checkbox"/> Reimbursement per completed module	
<input type="checkbox"/> Staged reimbursement on evidence of progress	
<input type="checkbox"/> Provider-direct contribution (where applicable)	

## Section 6 - Learning Dissemination & Contribution

If approved, I commit to:

- Sharing learning through internal CPD / coaching
- Supporting relevant school improvement initiatives
- Applying learning directly to school practice

Please describe how you intend to share expertise with colleagues & contribute to capacity building in the school:

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## Section 7 - Post-Completion Service Commitment

The school normally expects post-completion service for externally funded qualifications. Please confirm you understand that:

- A service commitment period will be agreed in writing.
- Early departure may require proportional fee repayment.
- Expectations regarding conduct and progress apply.

Applicant acknowledgement:

Signature:	Date:

## Section 8 - Line Manager Endorsement

Comment on:

Professional suitability	
Relevance to school improvement	
Workload feasibility	
Anticipated benefit to school	
Recommendation:	<input type="checkbox"/> Strongly support <input type="checkbox"/> Support <input type="checkbox"/> Support with conditions <input type="checkbox"/> Do not support

Line Manager Name:	
Signature:	
Date:	

## Section 9 —Senior Leadership Assessment

Assessment considerations:	Decision:
<input type="checkbox"/> Alignment to strategic priorities <input type="checkbox"/> Affordability / value for money <input type="checkbox"/> Impact for students & staff <input type="checkbox"/> Applicant professionalism & engagement <input type="checkbox"/> Ability to disseminate learning	<input type="checkbox"/> Approved with full funding <input type="checkbox"/> Approved with partial funding <input type="checkbox"/> Approved (no funding) <input type="checkbox"/> Deferred <input type="checkbox"/> Not approved
Funding contribution agreed:	
Service commitment period agreed:	
Conditions (if applicable):	
Signed - Head of School:	
Date:	
Signed – Board Representative	
Date:	

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## 7Hills CPD Training Evaluation & Impact Form

Name:	
Role:	
Date of Training:	<input type="checkbox"/> Internal <input type="checkbox"/> External
Type of Training:	
Training Title / Provider:	

### Training Evaluation Statements

Please rate: 1 = Disagree 2 = Partly Agree 3 = Agree 4 = Strongly Agree

Statement	1	2	3	4
The purpose of the training was clear.				
The training was relevant to my role.				
The content was well structured and engaging.				
The pace and level were appropriate.				
I gained practical strategies or knowledge.				
The training will improve my professional practice.				
The training will benefit students / school practice.				

### Reflection Questions

What aspects of the training were most useful?
What could be improved?
What key learning did you take from the session?
How will this learning be applied in your role?
Do you require any follow-up training or support?
Additional comments: