: Learners Today.. Leaders Tomorrow :

The Gulf English School

Staff Development CPD Policy

Author: Leadership Team/Director of Studies

Adoption / Review	Committee	Lead Personnel	Review Date:
February 2026	LT	LT/DOS	February 2027

This policy applies across all campuses:
GES Gharafa (Infants, Juniors, and Secondary)
GES Bin Omran

Responsible, **R**espectful, **R**esilience

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

Introduction

At The Gulf English School, we are fully committed to the continuous development of all teaching and support staff. Our aims and ethos are underpinned by a commitment to the learning of all through the development of a learning community. We believe that the learning of adults in the school directly impacts on the children's learning and is an essential element in raising standards.

Effective CPD provision encourages individual responsibility in planning and evaluating learning, orchestrated within a wider framework of school improvement. The needs of individuals, teams and the school are interlinked. A continual cycle of review and evaluation will ensure effective CPD. It is the responsibility of the Leadership Team to evaluate and monitor CPD provision and its impact on school improvement and children's learning.

Opportunities are provided for teachers and support staff at all stages of their career including an induction programme for all new staff. The induction programme is provided for both new and experienced teachers, ensuring that new colleagues make the transition into their new role and workplace with ease. The induction programme is a vital support framework and is evaluated and reviewed annually.

Aims of the Policy

- To ensure a wide range of CPD opportunities that meet the needs of the school and the individuals within it.
- To ensure transparency in all decision-making related to CPD to order to balance the needs of individuals against the needs of the school's improvement priorities.
- To ensure the work-related needs of individuals are met wherever possible.
- To support individuals in taking responsibility for their own CPD and in identifying how they contribute to school improvement.
- To ensure that everyone has an entitlement to development opportunities, underpinned by a rigorous application of equal opportunities principles.
- To ensure that learning is the inspiration for all activities in the school.

Opportunities for CPD

At The Gulf English School, we believe that high-quality CPD can take a variety of forms. We are therefore committed to giving staff the opportunity to participate in a broad range of activities e.g.

- Accredited courses leading to professional qualifications
- Planned INSET activities in and out of school
- Sharing practice through formal and informal observations
- Curriculum and policy development work
- Being a member of a range of teams
- Reading and private study
- The pursuit of action research
- Individual and team reflection
- Whole school, team and individual evaluation activities
- Coaching and mentoring staff
- Visits to other schools including other sections of GES

- Shadowing colleagues
- Online training

Supporting Staff Development

The Director of Studies collaborates with Heads of School and relevant leaders to coordinate, facilitate and oversee CPD across GES. Heads of School are responsible for planning and implementing their campus-specific CPD programmes, supported by the Director of Studies. The effectiveness of CPD is monitored through BlueSky, appraisal, staff feedback and evidence of impact on practice.

- School CPD needs related to the school improvement plan are identified as part of the school improvement planning process.
- Individual CPD needs are identified through the performance management process. (See Appraisal Policy)

Individuals are encouraged to disseminate the outcomes of CPD activities in the following ways:

- Feedback at appropriate meetings.
- Workshop sessions for teams within the school.

The key elements of our CPD policy comprise:

A. Effective auditing and identification of need and aspiration
B. Appropriate match of provision to learning needs
C. Reliable and explicit evaluation of the impact of provision
D. Dissemination of effective practiice

Auditing and Identification of Need and Aspiration

1. The Director of Studies works with Heads of School and relevant leaders to identify whole-school, phase-specific, campus-specific and individual professional development needs, drawing on the School Development Plan, appraisal objectives and identified priorities.
2. The Director of Studies will be responsible for annually discussing with the Leadership Team the main training and development priorities and the budgetary implications of addressing these needs.
3. CPD issues will be addressed at Board meetings and be included as part of the leadership report once a year.
4. There should be robust, transparent arrangements for accessing and evaluating CPD that are known to all staff through the use of Blue Sky. The Director of Studies will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.
5. Heads of School and line managers discuss staff development needs through appraisal and professional dialogue, with the Director of Studies maintaining whole-school oversight of identified needs, training requests and progression opportunities.
6. The Director of Studies will be responsible for ensuring that opportunities are provided for the following groups:
    a. Trainee teachers
    b. NQTs
    c. Staff new to the school or their role

d. Teachers in their early years of the role
e. Teachers with 5 or more years of experience
f. Middle managers
g. Senior managers – experienced and those in their early years in the role
h. Leadership Team
i. Board

7. The Business Manager will be responsible for ensuring that opportunities for training and development of the wider workforce are met appropriately, including the Bursar, Business Manager, ICT Systems Managers, Technicians, TAs, and premises staff.

Evaluating Impact and Disseminating Efffective Practice

- The Director of Studies will provide directly, or organise, guidance to staff on producing or updatiing an appropriate professional development portfolio.
- Following professional or other development, the participant will discuss with the Director of Studies or their Line Manager, the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the Director of Studies.
- The Director of Studies will be responsible for ensuring whether any follow-up is needed to the provider, e.g. feedback.
- The Director of Studies will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate impact. The Director of Studies will be committed to ensuring that CPD systems and procedures conform to current best practice. This will be undertaken at a variety of levels including:
  - Immediate/short term evaluation by participants.
  - Informal discussion with colleagues about improved practice.

Measures used to determine the impact of training and development will be drawn from:

- Participant evaluation
- Student and school attainment
- Student voice
- External and internal evaluation
- Recruitment and retention data
- The changing qualification profile of the staff their appraisal review, teachers will be required to assess the impact of the engagement in professional development, both their own and as appropriate, their support for the professional development of others.

Funding

To ensure that funds are allocated appropriately, all spending decisions on staff development are discussed and agreed by the leadership team. The following factors are taken into account:

- Relevance to the school improvement plan
- Relevance to any agreed targets in the performance management process
- Relevance to individual staff development needs
- School resources allocated to date
- The cost of training
- Availability of supply cover
- Value for money

CPD Planning and Termly Calendars

Each school develops its own termly CPD calendar under the direction of its Head of School, in collaboration with the Director of Studies. The calendar plans a balanced programme of directed whole-school training, campus/phase/key-stage/subject/year-group priorities, and allocated time for individual professional development.

Whole-school directed CPD addresses shared priorities, including safeguarding, curriculum, teaching, assessment and school improvement. Heads of School may direct training for particular phases, key stages, departments, subjects or year groups. Individual CPD time supports personal appraisal objectives, professional interests and identified development needs.

The Director of Studies helps facilitate whole-school training and coordinates external provision where required for Primary, Secondary or individual campuses. Heads of School oversee delivery of their calendars; staff participate in relevant training and record and evaluate their learning through BlueSky.

Professional Development for Arabic and Ministry Curriculum Staff

The Gulf English School is committed to ensuring that Arabic, Islamic Studies and Qatar History staff have access to appropriate professional development opportunities that support both whole-school improvement priorities and the requirements of the Ministry of Education and Higher Education (MOEHE).

Where appropriate and practicable, these staff are expected to participate in the school's scheduled CPD programme alongside other teaching staff. In addition, they will undertake subject-specific professional development tailored to their curriculum responsibilities, professional needs and relevant MOEHE expectations.

Professional development may focus on:

- Improving the quality of teaching, learning and pupil outcomes.
- Developing effective pedagogy, including evidence-informed teaching strategies, differentiation and inclusive classroom practice.
- Strengthening classroom and behaviour management, including positive behaviour strategies, pupil engagement and creating effective learning environments.
- Improving curriculum planning, lesson preparation and assessment practices.
- Developing subject knowledge and effective teaching approaches.
- Implementing relevant MOEHE curriculum requirements, guidance and recommendations.
- Addressing development priorities identified through lesson observations, appraisal and school evaluation.

CPD may be directed by MOEHE, organised internally by the school, or identified collaboratively by the Head of School, Arabic leadership team and Director of Studies.

The Arabic leadership team will coordinate relevant subject-specific training with the Heads of School and Director of Studies, ensuring that Ministry-directed professional development is appropriately incorporated into staff development planning.

Where applicable, participation and professional reflections will be recorded through BlueSky, allowing the school to monitor engagement and evaluate the impact of training on teaching quality, pedagogy, behaviour management and pupil learning.

Director of Studies – Coordination, Training Requests and Approvals

The Director of Studies works closely with Heads of School to maintain oversight of CPD delivered across GES and requests for additional training, including external courses, National Professional Qualifications (NPQs) and other qualifications or programmes that support staff progression.

The Director of Studies identifies and shares relevant training opportunities within Qatar and the wider region, facilitates staff participation where appropriate, and supports access to external providers and phase-specific training.

For training or courses requiring funding, the Director of Studies consults the relevant Head of School and General Manager and seeks the necessary approval before any commitment is made. Approval is subject to school priorities, available budgets and the existing Professional Development Financial Scheme and Procedure.

Where an approved funded course requires an in-service agreement under the existing policy, the Director of Studies coordinates with HR to ensure the staff member receives, understands and signs the appropriate agreement before enrolment or payment. The existing financial allowances, repayment conditions and contractual provisions remain unchanged pending separate review and approval.

The Director of Studies maintains an overview of participation, approved requests and progression opportunities, working with Heads of School and line managers to evaluate impact through BlueSky and professional dialogue.

Professional Development Plan

The Gulf English School's professional development needs will be identified by referral to the school's 5-year SDP and Improvement Plan. Individual teacher's professional development needs will be identified through the staff appraisal process and the identification of specific professional development targets for each staff member.

The Director of Studies coordinates the whole-school CPD strategy in collaboration with Heads of School. Each school develops a termly CPD calendar, reflecting whole-school priorities, phase and campus needs, and allocated time for individual professional development.

BlueSky is the school's central record of staff professional development. Staff record and evaluate relevant CPD, while Heads of School and the Director of Studies monitor participation, training requests and impact across the school.

The Director of Studies, in consultation with Leadership Team, will ensure that any professional development attended will either be of benefit to achieving the goals set out in the school's 5-year Strategic Plan and yearly Action Plan or relevant to the individual's professional development targets.

External CPD:

Staff will be required to submit a course evaluation immediately following attendance at any external professional development activity. After a period of 4-6 weeks that staff member will be required to complete a questionnaire documenting any changes in their teaching practice as a result of attendance at the activity.

Staff may also be required to share knowledge and skills gained through attending external professional development at a whole school or group staff meetings.

The Director of Studies will ensure all teachers fulfil their GES minimum CPD commitments, which are:

- To attend 30 hours CPD per year (an INSET day counts as 5 hours).

Evaluation

The success of the professional development policy and plan will be assessed each school year by:

- Reviewing the achievement of the school's 5-year Strategic Plan and yearly Action Plan's goals and objectives.
- Reviewing the professional development targets of individual teachers.
- Reviewing the statistical analysis of staff professional development participation.
- Reviewing the professional development follow-up questionnaires.
- Looking at the impact professional development has on teaching and learning.

All these measures will assist in determining the effectiveness of professional development in moving both the school and individual teachers toward achieving their goals.

BlueSky and The National College: CPD Recording and Evaluation

BlueSky is the designated platform for recording and evaluating staff CPD. GES also subscribes to The National College, providing staff with access to a wide range of online courses and webinars. The National College is linked to BlueSky; completed courses provide certificates and feedback/evaluation records.

1. Recording CPD Activities

- All CPD (internal and external) must be logged on Bluesky.
- Entries should include title of CPD, date, brief summary, and intended impact on practice.
- Staff should update entries with reflections or evidence of impact as the term progresses.

2. Watching and Accessing CPD Modules

- Staff may be assigned directed training through the school's CPD arrangements, including relevant National College courses. Staff are also encouraged to undertake suitable self-directed courses linked to their professional objectives and development needs.
- Modules may include videos, reading, webinars, or interactive tasks.
- Completion deadlines will be clearly communicated within Bluesky.

3. Evaluating CPD Across the Year

- Staff are expected to reflect on their CPD activities and evaluate their effectiveness.
- Self-evaluations should be submitted on Bluesky, including immediate and long-term impact, focusing on:
    - How the CPD has impacted teaching and learning.
    - Any changes in classroom practice.
    - Future development needs.
- Middle and senior leaders will review Bluesky logs during performance reviews and line management meetings.

Professional Development Financial Scheme and Procedure

GES provides financial support for professional development opportunities for its professional teachers, according to the following terms and conditions. GES will pay up to **1800 QR ($500)** per teacher per academic year- towards professional development opportunities. For teachers to be eligible for this financial support, the following conditions must be met:

- Prior approval is obtained from the school Leadership Team.
- The programme/course/conference is directly related to what the teacher teaches or will teach at GES or related to the teacher's management responsibilities, and the school/teacher has identified the **need** to attend.
- The teacher has made a contractual commitment to return to GES for the following school year (sign in-service agreement).

If the teacher does not use his/her professional development funds in a given school year and returns to GES the following school year (provided agreement is signed to return to the school the following academic year), he/she may use the professional development funds the following school year, subject to the terms of this Policy. The teacher cannot carry over unused professional development funds for more than one year.

Teachers/staff members who attended any paid professional development courses outside/hosted by the school will be asked to sign an in-service agreement for The Gulf English School, according to the following criteria:

1. For any courses that cost 1800 QR (the PD allowance fund allocated per staff member) sign an in-service agreement to return the following year or refund the amount to GES.
2. Courses that cost 0-1000 QR (in addition to the PD allowance) teachers/staff members will be asked to sign an in-service agreement for an additional academic year with The Gulf English School.
3. Courses that cost 1001-3000 QR (in addition to the PD allowance) teachers/staff members will be asked to sign an in-service agreement for two additional academic years with The Gulf English School.
4. Courses that cost 3001-5000 QR (in addition to the PD allowance) teachers/staff members will be asked to sign an in-service agreement for three additional academic years with The Gulf English School.

If a teacher/staff member decides to leave the school before the end of their in-service agreement, they will reimburse the school on a pro-rata basis.

If a teacher/staff member is dismissed for any reason, **NO** reimbursement will be required.

Other School Sponsored Training

GES will pay, either in full or partially, the course registration fees, airfare, and lodging expenses for teachers **who have been requested to attend PD courses that are of benefit to the school** (school sponsored). To qualify for this financial support, the following conditions must be met:

- The teacher teaches the course for which he/she is trained, or leads a development session, for one academic year after the academic year of the course. If a teacher leaves the school at the end (or during) the year of attending the course, the teacher will owe GES 50% of the course fees and lodging expenses.

Other Courses, Training, and Conferences

A teacher may use his/her PD allowance towards:

- Professional courses, such as a Masters, Ph.D., NPQH. A professional development course/training/conference of their choosing if approved by the School Leadership Team (this will be dependent on relevance, timetable commitments and length of contract remaining).

The Managing Director's Advisor may decide to pay course fees from school funds, rather than the personal allowance, if the course is deemed to be required and identified in the 5-year Strategic Plan or yearly Action Plan.

If a teacher wishes to receive the PD allowance in cash, actual proof of payment for the PD will be required. Invoices and brochures only demonstrate an intention to attend the PD and do not serve as proof of payment. This is an audit requirement.

CPD Portfolios

All staff members are expected to maintain their professional development portfolio. The contents of the CPD portfolio can be used to support objective setting and evaluation in the performance management process through the use of Blue Sky.

Related Policies and Documents

This policy should be read in conjunction with the following Gulf English School policies and documents:

- Teaching and Learning Policy
- Staff Appraisal and Performance Management Policy
- School Development Plan
- Staff Handbook
- Safeguarding and Child Protection Policy

These documents collectively support the school's commitment to continuous professional improvement, effective teaching and learning, staff development and improved pupil outcomes. Where professional development involves external training, financial support or formal qualifications, the relevant school approval procedures and in-service agreements will also apply.