



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

CPD POLICY



Reviewed by	Mr. Naveed Iqbal	Reviewed Date	November 2025
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Policy Context

This CPD policy is designed to align with GEMS Metropole School – Motor City’s vision, mission, and values. It fosters a professional culture of continuous growth, reflection, and high expectations for all staff. Our approach to professional learning is collaborative, evidence-informed, and focused on developing the knowledge, skills, and mindsets that enable all teachers to deliver exceptional learning experiences for every student.

Rationale

GEMS Metropole – Motor City (MTS) is committed to being an environment where all staff are engaged in ongoing professional development that supports the improvement of student outcomes and drives innovation in pedagogy and leadership. CPD at MTS is rooted in evidence-informed practice and responsive to the evolving needs of our students, staff, and school priorities. This policy aims to support staff at all career stages to grow in confidence, competence, and collaboration.

Aims

Our CPD programme aims to:

- Foster a culture of reflective practice and continuous professional growth.
- Ensure alignment with whole-school improvement priorities and goals.
- Equip staff with the skills and knowledge needed to meet the demands of their roles.
- Promote equity of access to high-quality professional learning opportunities.
- Celebrate and share best practice across the school community.

Induction and Support for Early Careers Teachers (ECTs)

At MTS all new teachers are expected to undertake their professional responsibility. The induction programme at the school consists of support, monitoring and assessment elements and ECTs are expected to engage in the programme;

- All ECTs are allocated a mentor and tutor
- All new teachers are off timetable for their first day. The day will be dedicated to completing mandatory training such as health & safety and safeguarding policy & procedures.
- Their mentor and/or line manager meets teachers on their first day at an agreed time in reception.
- All new staff will be provided with access to school policies and the school's staff handbook and be expected to develop their understanding of them.
- Weekly informal meetings and training with specific themes related to teaching and learning are held specifically for ECTs.
- ECTs will receive feedback on their strengths and areas for development through coaching and the Quality Assurance Calendar.
- Mentor's are responsible for the day-to-day management of their ECT's induction, and will meet with their ECT regularly. The mentor/line manager reviews progress, set targets, and identifies support strategies with the ECT.

- All Early Careers Teachers are observed teaching during their statutory induction period and this is undertaken by the mentor, a middle leader, a senior member of staff or an experienced teacher as appropriate.
- At least three formal observations will take place during the first year depending on ECT year.

Induction of Experienced Teachers

All new experienced staff will be allocated a mentor. All new teachers are off timetable for their first day. The day will be dedicated to completing the mandatory training such as health & safety and safeguarding policy & procedures.

- Their mentor and/or line manager will meet all new staff in reception at an agreed time on their first day.
- All new staff will be provided with access to school policies and the school's staff handbook and be expected to develop their understanding of them.
- Before starting to work with students staff will participate in mandatory training such as health and safety and safeguarding.
- An induction programme will be provided for new staff and their attendance is expected.
- All new staff will have a review of their induction after one month, three months and six months with their line manager.
- All new staff will be provided with an explanation of the school's performance management arrangements within which they will be expected to participate.
- All new staff will be expected to contribute to the community and life of the school to ensure a conducive environment for learning for all school members, students and staff.

Induction of Additional Staff new to the School

- Their mentor / line manager will meet all new staff in reception at an agreed time on their first day.
- Before starting to work with students, staff will participate in mandatory training such as health and safety and safeguarding.
- All new staff will have a line-manager who will discuss their job description with them. A training programme will be designed for each new member of staff to ensure they can successfully fulfil their roles.
- All new staff will have a review of their induction after one month, three months and six months, with their line manager. Following the induction period all staff will enter the performance management programme for the school new support staff will be expected to network with other staff through training opportunities and informally throughout the school day.

Leadership Development

Staff identified through succession planning or aspiration are supported to grow their leadership skills via:

- GEMS Leadership Pathways
- NPQ (National Professional Qualifications)
- Middle and Senior Leadership CPD on Monday's 3:30 – 4:30pm
- Leading professional development initiatives

The breadth of the CPD programme includes:

In-House Training: MTS has a wide range of expertise within the collective experience and abilities of its own staff. Sessions are tailored to the needs of individual staff and may focus on specific topics or skills relevant to the year group or department.

Workshops: Led by Leaders of Teachers. These are sessions that are designed to provide hands-on, practical training to staff. Workshops can be conducted on various topics such as classroom management, assessment, teaching strategies, technology integration, etc.

GEMS workshops: GEMS provides a range of Teacher Competency modules, Middle Leader modules, and Teacher Leader modules, both in English and Arabic languages. Application of training is done through Phoenix and registration closes 7 days prior to the start date of the course. Requests are approved by the School Professional Development Leader (SPDL). GEMS offers both asynchronous and in-person training. There is no cost to GEMS employees to undertake GEMS training.

Coaching: Our team of T&L coaches provide targeted advice, engage in reflective dialogue, team-teaching, and guidance, and collaborate with staff to improve and enhance your instructional strategies, classroom management, and overall teaching effectiveness.

1-1 Instructional Coaching: Our school uses a structured 1:1 instructional coaching model to drive continuous improvement in teaching practice. Using the StepLab platform, selected teachers engages in weekly coaching cycles focused on incremental, high-impact steps. Each cycle involves observation, precise feedback, and deliberate practice of a single action step to improve classroom instruction. This process ensures that professional development is ongoing, evidence-informed, and personalised to individual teacher needs.

Mentoring: Mentoring involves pairing an experienced teacher or Middle Leader with a less experienced one to provide guidance and academic support. Within this structure, staff will collaborate, set goals, co-teach, and provide feedback on their teaching practice.

Action Research: Action research involves conducting research on one's own teaching practice with the aim of improving it. Teachers can design and implement their own research projects and collaborate with others to share their findings.

Camstars: All of our teachers engage in CamSTAR action research to promote evidence-informed practice and reflective professional growth. Staff participate in structured inquiry projects that explore specific aspects of teaching and learning, using research cycles to test, evaluate and embed effective strategies across the school.

External Consultants: External education consultants and experts may visit MTS at various points in the year. Their role is often developmental and aims to help the school improve and achieve our goals. Experts that work with MTS come from various educational backgrounds.

External Provision: Staff requests for financial support in meeting costs associated with external training provisions will be considered on a case-by-case basis and will be at the discretion of 1) SPDL; 2) Vice Principals; and 3) CEO/Principal. Depending on the course, staff may be required to sign a Training Agreement.