



Staff Development Policy

Date agreed by Governors: June 2018

Date of Review: June 2019

Member of Staff Responsible for the Policy: KLF

Date of next review: June 2019

Dissemination of the Policy: All staff and governors, school website.

Purpose

Staff development in Pittville School is a planned and continuous process which supports the growth of the individual, the curriculum and the whole school. In operation, it will consist of a programme of learning opportunities, linked to identify needs, which will result in improved quality and effectiveness, alongside enhanced job satisfaction. In all cases, training and development will be linked to the school development plan and performance appraisal criteria.

Standards

To provide a coherent policy for CPD we are working towards the following standards:

- a) To identify and satisfy individual staff development needs which:
 - promote professional effectiveness; personal and career development,
 - promote positive and realistic development opportunities,
 - promote job satisfaction,
 - link to performance appraisal,
 - support staff with career progression, including advising them on the next steps/job applications etc.

- b) To identify and satisfy whole school staff development needs, including those outlined in the SDP to:
 - promote the effectiveness of the staff as a team,
 - respond to new demands/circumstances/opportunities,
 - achieve and maintain an overall balance in the professional skills needed across the school from the classroom teacher to middle manager to senior leadership,
 - promote a positive, enthusiastic and satisfying professional environment in which staff feel a sense of mutual support,
 - respond to DfE and external initiatives relevant to the school .

- c) To make the most appropriate use of CPD opportunities which exist, both school based and externally provided, including courses, training days, visits, meetings, involvement in school-based research projects, etc. recognising that there are many varied means of promoting effective CPD.

- d) Ultimately all training and development should ensure improvements in student engagement and attainment, linking specifically to the school's SDP.

- e) Ensuring equal opportunities across the school:
- To provide access to all staff for personal and professional development opportunities, within the budget,
 - to provide a relevant induction programme for all staff who join the school or begin a new role,
 - to allow all staff to contribute to decisions made about the CPD programme and match training to school and personal needs,
 - to evaluate all CPD provided and use this to inform future plans,
 - to record and evaluate professional development undertaken by each member of staff.

Organisation and Responsibility

It is our belief that staff should actively take responsibility for their own development and we aim to encourage a climate where teachers feel supported to be innovative, but also reflective, analysing their own strengths and areas for improvement. Since pay progression is now linked to performance, there is an expectation that all staff will naturally progress up the pay scale, as a result of their own commitment to personal development, supported by the school's provision of high quality training. All staff have access to their own training information and records and are encouraged to continuously update and reflect on these.

HOFs and SLT are also responsible, through the MER process, for identifying training needs and for providing in-house training opportunities, where possible through INSET or meetings.

The member of SLT with responsibility for staff development will liaise with individual staff about their training needs; consider bids for funding and cover implications before external courses are booked.

Line managers are also responsible for identifying development needs and making bids for funding.

Funding

- The governors are responsible for allocating sufficient funds for training and development.
- The SLT member responsible for staff development will liaise with the business manager regarding the viability of funding for courses.
- Agencies outside school may provide funding for special initiatives.
- Some departments may wish to allocate capitation funds to support training.

Information Dissemination

A calendar of internal staff development training will be published in September for that academic year. This will be shared with all staff on the first day back.

The SLT member with responsibility for staff development will publish information regarding courses, including that through the Balcarras Teaching Partnership.

Heads of faculty and subject leaders will share information about courses, particularly subject specific training amongst their departments.

There is a designated notice board in the staffroom and a folder in the T drive where information will be displayed or published.

Applying for Training Courses

Forms to request training are available in the T drive under INFORMATION FOR STAFF. These should be fully completed and forwarded to the SLT member with responsibility for staff development before any formal bookings are made.

Approval for courses and funding will be based on the targets identified in the school and department development plans. Priority will also be given where training supports targets set for individual staff as part of the performance appraisal process.

National initiatives may also identify needs within the school. Where possible, the school will respond to an unforeseen training request, but this will depend on the relevance and availability of funds.

Running Training Sessions

The school recognises that providing training for others, both within Pittville School and beyond is excellent professional development and will support staff who wish to do this.

Links to Performance Appraisal

As a result of targets set during planning meetings all staff will have a summary of their staff development needs as part of their planning record. These needs will be identified as a result of conversations with line managers, arising from the school's MER processes of regular learning walks, work scrutinies, pupil pursuits, exam analysis meetings and the department and school development plans.

These appraisal targets are passed to the Headteacher by the line manager within 5 days. The collation of targets then helps determine the funding and training provision needed for that year. This is agreed upon by SLT.

The school will support individual training needs in a variety of ways, including through the Balcarras Teaching School and in-house development opportunities.

Staff are expected to maintain a CPD file with information about courses, targets and evaluations. They are also required to be proactive in seeking opportunities for their own development and learning from the good practice of others within the school.

Induction of New Teaching Staff

An induction program for all new staff is run each year to outline the school's policies and practices, and to support their smooth integration into the workplace. It is also an opportunity for new staff to seek advice or support and get to know key staff in the school. The program runs throughout the first full term of the academic year. An induction day is also organised each summer term for all new staff joining the school the following September of that year. A guidance booklet and calendared meetings provide essential information regarding routines and practices. Any staff taking on a new role will be entitled to training in that area, e.g. line management. In addition, all new staff are 'buddied' with a colleague from another department to provide support and impartial advice.

Induction of Newly Qualified Teachers

The school offers a discrete induction programme for NQTs in line with DfE requirements which runs alongside the induction program for new staff. This is run by the NQT Induction Tutor and involves:

- observations of lessons by mentors, HOFs, line managers or NQT induction tutor,
- regular meetings with their NQT mentor (usually a member of their department) to support with curriculum delivery, teaching and learning, behaviour management and the day to day practices of the department,
- support from HOH with pastoral issues and practices,
- meetings with the NQT induction tutor to monitor progress and identify training needs,
- visits to other schools and establishments,
- observations of other lessons across the school,
- relevant INSET, training and support including programmes run by the Balcarras Teaching Partnership and Adfecto,
- provision of a buddy.

Whole School Training Days

In line with government directives, 5 days in each year are allocated to whole school teaching training. These days are calendared in advance and planned by the member of staff responsible for staff development. Flexibility is built in so the school can respond to external initiatives or to staff training needs identified during the academic year. The school currently shares on training day with Balcarras through the Teaching Partnership. Where possible, the activities planned should be a balance between:

- teaching and learning,
- curriculum development,
- pastoral development,
- new initiatives.

Training Providers

The provision of in-house training is encouraged. The school also uses a variety of external providers including:

- The Balcarras Teaching Partnership,
- Adfecto,
- Maths Hub,
- Exam board training and moderation days,
- External consultants and our SIP,
- External agencies and providers such as BDA, GlosCol, Advisory Teaching Service, educational psychologists

The GITEP Scheme

From September 1994, Pittville School made a commitment to teaching training by joining the GITEP scheme for training teachers in Gloucestershire, working in partnership with the University of Gloucestershire. The school is required to follow the GITEP guidelines and meet QA requirements.

The training of new teachers is seen as an opportunity to develop staff and departments within the school as mentors, training managers and supporting new entrants to the profession.

- As subject mentors, individual members of staff are enhancing their role and also receive training at the university. They meet weekly with their trainees and provide regular verbal and written feedback.
- The scheme involves every member in the process of reflective practice. The link with the university and the exchange of ideas is a development process for the trainee and experienced teachers.

- Teachers may be involved in the interview process or present subject-based sessions to trainees across the scheme.
- The training manager, with overall responsibility for trainees in their school receives professional development through training events at the university. They meet with their trainees on a weekly basis to provide training.

School Direct Trainees

Trainees can be taken on this employment-based route to teaching training by a School Direct school (Balcarras or St Peter's) which also accesses university training. Throughout our involvement with the GITEP scheme, Pittville School may also be asked to offer placements to School Direct trainees. They follow the same programme as the GITEP PGCE students, but spend more time in school at the start and end of the school year.

Monitoring, Evaluation and Review of CPD

The member of staff responsible for staff development keeps a record of all internal training provided during the school year as well as a record of all external training booked for individual staff. This information can be accessed at any time during the academic year for job application or performance appraisal purposes.

However, all staff are expected to keep their own detailed files to evidence their ongoing training and development. This is particularly important for the threshold application process.

All courses and training are evaluated and information passed to the member of staff responsible for Staff Development to:

- identify opportunities for sharing good practice,
- identify any training needs still to be met,
- identify any areas where staff can work collaboratively to support their own development,
- evaluate the quality and effectiveness of external training for future reference.

SLT and HOFs monitor the impact of training on individual staff during learning walks, pupil pursuits and book scrutinies. The GITEP training manager evaluates and reports on the GITEP scheme annually to governors.

Monitoring, Evaluation and Review of this Policy

Monitoring of this policy against the standards will be conducted annually based on staff evaluation and feedback. The member of SLT responsible for staff development will report to governors regularly through the Teaching and Learning portfolio and report to governors.

Linked Policies

Teaching and Learning
Personnel
Teacher Appraisal and Capability