



# Staff Development Policy

**Approved by Governing Body:**

**Date:** June 2021

**Reviewed by SLT on:** April 2021

**Next review due by:** Bi Annual – June 2023

**Dissemination of the Policy: All staff and Governors, School Website**

## History of policy changes

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

# Staff Development Policy

## Vision:

Pittville School is committed and passionate about supporting the growth and development of its staff. Our staff development programme is designed to motivate and encourage staff to take responsibility for their own continuous professional development as well as providing opportunities for staff to work collaboratively. Development opportunities improve standards and raise morale through professional fulfilment. All staff will have the opportunity to discuss professional needs through our performance appraisal programme as well as through line management channels. Auditing will be used to consider starting points for individual staff and to ensure that whole school staff development in conjunction with individual staff development requests are appropriate.

Staff development is regularly reviewed by SLT in light of the school development plan and is linked to the emerging needs of staff and the school. Staff voice will be utilised and considered in association with school development priorities to identify emerging needs.

Our intent is to develop reflective, confident and progressive teachers resulting in improved experiences and outcomes for our learners.

## Aims:

- To ensure that staff development facilitates school improvement and supports school priorities
- To ensure that staff are provided with opportunities for professional development, both collectively and individually
- To develop robust systems for the quality assurance of our staff development provision
- To prepare staff for increased responsibility and career enhancement
- To encourage and nurture effective collaboration between colleagues in order to share best practice
- To encourage staff to take responsibility for their learning and to monitor its impact on students
- 2021-2024 Strategy and Intent:
- Our teaching and learning strategy will underpin whole school staff development, quality assurance processes and performance appraisal in relation to teaching and learning. Alongside teaching and learning our planned content is designed to achieve a balance between pastoral care, personal development and curriculum development.

This three-year teaching and learning strategy will be based on our Pittville Learning Principles:

- CHALLENGE
- EXPLANATION
- MODELLING
- PRACTICE
- QUESTIONING
- FEEDBACK

Our intent is to develop an active dialogue about teaching and learning, and continually develop our passion for teaching.

Focusing on the six principles above will enable staff to share a common language around teaching, encourage teachers to take risks and experiment, challenge all our learners and make every lesson that we teach count.

Staff development over the next three years will look at the principles in turn, staff will be encouraged to share ideas and good practice across the curriculum and branch out to visit other schools. 2021-2022 sees the beginning of a commitment to a whole-school approach that we want all staff to become invested in, and see the benefits of.

The Pittville Learning Principles will feature within our quality assurance cycle. Although they are not always expected to be seen, our cycle will enable us to identify where there is excellent practice in relation to the principles and use this to guide our collaborative staff development across the next three years. Where we have identified excellent practice we shall triangulate against student outcomes to allow us review the success

or otherwise of our staff development programme. In addition, we shall use student feedback as an impact measure.

Staff development opportunities:

### **New staff induction**

A full-induction programme to ensure that staff are trained in school systems and are appropriately inducted into their curriculum areas.

### **Early Career Teacher induction**

A full-induction programme in co-ordination with the Balcarras Teaching School Hub with the support of an Induction tutor and a Subject mentor for two years.

### **Whole-school staff development**

Pittville School will provide a calendared programme of internal staff development opportunities each academic year. Staff development will be centred around the school development plan and emerging needs identified through quality assurance and line management processes.

Five days each year are allocated to whole school staff development. Days are calendared in advance with planned content achieving a balance between teaching and learning, pastoral care, personal development and curriculum development. Staff will be asked to evaluate whole-school staff development and review its impact on their practice.

### **Wednesday afternoons**

Curriculum leaders should utilise a proportion of the available curriculum time for staff development. Subject enhancement, KS4 specification knowledge, marking and standardisation experience as well as collaborative mid and long term planning should all be planned for.

### **External courses and individual staff development**

Staff are encouraged to seek and apply for appropriate external personalised professional development opportunities. Where appropriate, staff will be asked to disseminate key outcomes with colleagues. It is anticipated that externally provided professional development will support in the delivery of whole school strategic objectives.

### **Teaching School Hub**

We work closely with our local teaching school hub. All staff development opportunities will be signposted to staff and staff will be encouraged to contribute to the teaching hub programme of professional development.

### **Learning coaches**

Learning coaches will work to support and mentor staff in specialist areas. Staff will have the opportunity to apply to become learning coaches and the work undertaken should align with our teaching and learning principles.

### **Performance appraisal:**

- Performance appraisal target setting should involve conversations around individual professional development requirements for the year ahead. The collation of targets will in part, determine budgeting for staff development.
- Performance appraisal reviews should feature discussions around individual staff development and line managers are responsible for supporting staff in their professional development.
- SLT and curriculum leaders will undertake observations as part of the performance appraisal process, twice a year. Via a 'second observer' scheme, all staff will be given the opportunity to join observations so as to enhance professional development and develop skills around undertaking observations.

### **New staff induction:**

All new teaching staff at Pittville School will participate in a full induction programme which seeks to balance appropriate school-specific training with the opportunity to meet staff and be welcomed into our school community.

Support staff are provided with an appropriate induction by the line manager with responsibility for the appropriate area.

All new staff receive appropriate safeguarding training and resources.

Early Career Teacher Induction:

All ECT'S joining the school will undertake a two-year induction process in line with the Early Career Framework. The Balcarras Teaching School Hub will act as our appropriate body, enabling our ECT's to network across the county. ECT's will have access to one hour of mentoring every two weeks with their subject mentor as well as support throughout the two-year process from the Induction tutor.

The Induction tutor will take responsibility for ensuring that statutory assessments take place.

Organisation and responsibility:

Karen Foster (Assistant Headteacher)

Responsible for:

- Consideration, approval and administration around individual staff development requests (external courses etc) in relation to performance appraisal targets and whole school development planning.
- Reviewing individual performance appraisal targets and funding in relation to these in collaboration with the Business Manager (budget to be determined once whole school staff development costings are established).
- Use knowledge of research across multiple areas of practice to recommend appropriate reading and courses.
- Collating performance appraisal paperwork and ensuring individual staff development is logged on SIMS.

Penny Kavanagh (Assistant Headteacher)

Responsible for:

- Develop and lead on three-year teaching and learning strategy, ensuring that 25% of staff development time is focused on teaching and learning.
- Working with SLT to design our annual staff development programme (circa 24 hours), overseeing associated budgeting in collaboration with the Business Manager.
- Present rationale for staff development plan to full governing body.
- Leading on Quality Assurance of whole-school staff development.
- Planning the performance appraisal observation cycle and reviewing findings in relation to our Pittville Learning Principles
- Designing and overseeing the new staff induction process.
- Induction tutor for ECTs, leading subject mentors.
- Liaising with the Balcarras Teaching School Hub and promote staff development opportunities.

Line managers (SLT & CLs)

Responsible for:

- Raising individual professional development as part of performance appraisal reviews and line management meetings
- Identifying training needs for staff from the quality assurance cycle

Amanda Peck (Business Manager)

Responsible for:

- Overseeing the staff development budget and collaborating with KLF and PK.

Promoting professional development:

An annual staff development calendar will be published and shared with staff in September. Any staff development opportunities related to the Teaching School Hub (or other providers) will be publicised via the daily briefing.

Where appropriate, staff will be asked for feedback on the professional development they have undertaken. This may be shared with the broader staff body via the teaching and learning newsletter. The findings from quality assurance activities will also be shared once a term.

Quality assurance of professional development:

- Records of whole school staff development and any accompanying feedback will be maintained each year.
- Staff are responsible for maintaining their own professional development log using SIMS and will be expected to reference this if they undertake a threshold application.
- Any external professional development undertaken by staff will be evaluated by the individual so that the Assistant Headteacher can identify opportunities for sharing good practice and evaluate the quality of external training for future purposes.
- The impact of whole school staff development will be monitored through our quality assurance calendar and activities such as student voice, staff voice, learning walks, performance appraisal observations and curriculum quality assurance.

Support staff:

The responsibility for the professional development of support staff sits with the Business Manager and/or appropriate line manager. Related information can be found in the support staff performance management review statement and the pay policy for support staff.

Review and linked policies:

The monitoring of this policy will be undertaken by the Assistant Headteacher (Teaching and Learning). Linked policies include: Teaching, Learning Marking and Assessment, Personnel and Teacher Appraisal and Capability.