

Giving young people hope and future



Staff Development Policy

Newbury School

1. Rationale

In order to meet the diverse and changing needs of its students and staff, Newbury School constantly reviews and evaluates its provision and development needs. The school therefore provides a comprehensive programme of guidance, training and professional development for all staff to enhance students' achievement and the efficient leadership of the school.

2. Principles

Newbury School is committed to fostering a positive climate for continuous learning. Continuing Professional Development is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team, whole school and through wider networks.

The school is committed to appropriate and personalised opportunities for staff development. A commitment to progressive, high quality and assured development opportunities has the potential to improve standards and raises morale through personal and professional fulfilment as well as assisting recruitment and retention.

High-quality induction and continuing support and development is crucial for a consistent and personalised approach to CPD. All staff will have opportunities to discuss their professional needs through performance management / appraisal as well as other professional dialogues.

Newbury School's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills, particularly across the key areas identified in the appropriate standards frameworks. Both voluntary and compulsory CPD opportunities exist at Newbury School, to address individual need and the fundamental aim of ensuring that training addresses and supports the school vision and needs.

3. Aims

- To ensure staff development policy facilitates school improvement by supporting School Development Policy priorities

- To monitor and quality assure the CPD provision to ensure that priorities are being addressed through high quality CPD

- To ensure that staff are provided with opportunities for professional and personal development which is underpinned by current standards frameworks

- To equip staff to be able to respond to curriculum and institutional change

- To balance the needs of the school, teams within the school and individual staff and to provide members of staff with the skills to prepare themselves for increased responsibility and career advancement

- To ensure that staff are recognised as the school's most important resource

4. Identification of need

- SLT identify training and development priorities and needs are identified/revised.
- The School Development Plan underpins supervisions which in turn guide appropriate Appraisal / Performance Management targets.
- The school is allocated a training budget which is held by the Head Teacher. When priorities have been identified and articulated through individual meetings with staff, staff complete business cases alongside SLT recommendations and requisitions are completed and submitted. Training costs are taken from the allocated budget.
- External course bookings also support the introduction of new initiatives, curriculum and specification changes. Courses for each member of staff are logged and tracked on the training matrix to ensure a fair approach for all.
- Individual CPD needs can also be identified through the lesson observation process. This may lead to a personalised plan for an individual of CPD support, or to a group of individuals to address need.
- Opportunities are also offered to staff on a voluntary basis – this may provide individuals for the opportunities to address areas related to career progression or leadership progression or succession.
- Governors are involved in training and receive a report at Governors meetings. Both good practice and compulsory sessions are attended by Governors.
- Inset days are organised to meet the needs of the school and the various teams within. When drawing together the annual programme, account is taken of the ongoing school improvement priorities.
- The 'in-house' CPD programme has been developed to meet the needs of staff. Regular sessions encourage development and collaborative work amongst colleagues. Staff are encouraged to take an active part in participating and leading sessions.

5. Staff Development Opportunities

5.1 Induction

- All new staff at Newbury School take part in a full induction programme. The induction days seeks to balance the specific role training required coupled with the opportunity to meet new people and be welcomed to the community. This consists of sessions which support staff with the procedures, ethos and good practice identified by the school prior to starting their new role.
- This is co-ordinated by the school's senior leadership team.
- For individuals promoted internally or changing posts, support will be offered between the appointed person and the line manager.

5.2 CPD Days

The focus and content of these days is planned on an annual basis to reflect and support the school priorities as laid out in the School Development Plan. At certain times a CPD Day may be disaggregated, meaning that the time has been made up elsewhere such as through, the in-house CPD programme, or supervisions. CPD sessions will be reviewed every term for the following term.

5.3 Further Development Opportunities

Further development activities for staff are both for groups and personalised to meet individual need. All contribute to the school direction and vision:

- External course attendance
- QTS/QTLS qualification: Once LSA's have completed their probation, there will be the opportunity for them to complete their teacher training. If an LSA has already acquired a university degree, they will be able to complete their Level 5 Diploma in Education. On the other hand, if an LSA does not hold a university degree, they will need to initially complete their Level 3 Award in Education. LSA's will need to sign a contract before beginning the course stipulating that if they leave Newbury School a year after completing the course, they will need to pay 80% of the cost of the course. If they leave two years after completing the course, they will need to pay 50% of the cost of the course. Courses will be completed through <https://www.thebigteacher.com/>.
- In-house CPD programme (leadership and attendance)
- MA study
- Visiting other schools (all staff from the Leadership Team to LSA's)
- Formal and informal lesson observations
- Mentoring of new staff/trainee teachers

6. Evaluating Impact and Disseminating Good Practice

All staff are responsible for evaluating and disseminating (where appropriate) CPD. It is the responsibility of the SLT to co-ordinate this evaluation and provide a framework for rigorous quality assurance; ensuring that CPD is of the highest quality and meets school and individual need.

Following professional development opportunities, participants complete feedback forms for the SLT indicating how they will disseminate the information / training to other and highlighting the usefulness of the sessions attended for their own practice. Assessments of impact are also made six months after various (relevant) external courses to measure / assess impact.

The SLT is responsible for monitoring and evaluating the impact of CPD at Newbury School. This will be undertaken at a variety of levels including immediate evaluation by participants, longer term follow up for a sample of CPD undertaken and / or informal discussion with colleagues about improved practice. The SLT also provides summary reports to the Governing Body on the benefits of the CPD undertaken and future needs.

This policy has been written & authorised by:

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