

Roots to grow – Wings to fly

Rationale

The approach to continuing professional development is based upon respecting and valuing all staff members and the contribution they make to teaching and learning, raising standards and to school improvement. It aims to provide on-going training, support and professional and personal development to enable staff to undertake their job more effectively, keep up to date with current practice and embrace the challenges of innovation and change.

Alexander Hosea Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff are required to have a full Disclosure and Barring Service check before appointment is confirmed. Safeguarding is part of all staff induction and an inherent part of ongoing staff training and development. Full school safeguarding training takes place every three years and the Designated Child Protection Officer (Ms. Quest) provides an annual update as well as regular procedural updates to all staff as required.

Similarly, Health, Safety and Welfare are taken very seriously and staff receive annual training provided by the school's Health and Safety Co-ordinator.

This policy is underpinned by our school ASPIRE values:-

- Adaptability** – To be adaptable in a changing world
- Self-belief** - To have self belief in what they can achieve
- Perseverance** - To persevere and show resilience
- Inclusion** - To accept and value differences and similarities in ourselves and others
- Respect** - To respect views, opinions and belongings of ourselves and others
- Enquiry** - To foster a zest for discovery and learning

Aims

- To provide an environment where all staff feel that both their professional and personal needs are identified and taken into account and that they are valued.
- To facilitate individual development in line with the school's self-review outcomes, the School Improvement Plan, individual Appraisal targets and the Teachers' Standards 2012
- To create a sense of common purpose and promote consistency across the school
- To foster a creative, cohesive staff, working together to secure outstanding outcomes for all
- To increase the rate of pupil progress and raise the standards of attainment by recognising and developing staff potential
- To encourage a positive response to change
- To enable individual staff to commit themselves to their own professional development
- To encourage more subject-specific training and development
- To provide appropriate support and increase job satisfaction

Reviewed January 2016

Author: Valerie Quest

Ratified: F&S

Next review:

- To provide experience and guidance for career development

Approach

Continuing professional development is a key driver for school improvement, therefore a wide range of different types of CPD will be offered which best meet the needs of the school and individuals.

Our approach to the development of staff will give appropriate recognition and praise for achievements and hard work. Through working together and sharing common targets and priorities, staff are encouraged to show appreciation of each other's skills and abilities. All staff working with others will employ an attitude and approach that is responsible, based upon mutual respect and entirely professional, including maintaining appropriate confidentiality. Such work will build on strengths and provide support to improve practice, thus developing confidence and self-belief. This may be achieved through mentoring, coaching, lesson study, key stage meetings etc.

Guidance

New staff will be provided with a Staff Handbook and will follow induction programmes according to their needs and in line with their job descriptions.

NQT mentoring will be provided in accordance with DfE guidelines.

The Appraisal process and the School Improvement Plan will involve consulting individual staff about their professional development needs in relation to their current post and future aspirations and career.

Record keeping will involve the development of a personal portfolio based upon the Teachers' Standards, a subject leader file and confidential Appraisal records.

The identification of INSET needs and priorities based on the School Improvement Plan will lead to the planning and designing of a school INSET programme for designated training days. These may include training provided by staff or by outside agencies.

Staff will be encouraged to read relevant materials and undertake research to support their professional development and enhance teaching and learning opportunities.

They will provide relevant feedback from any training or research undertaken so that learning and expertise is shared and impacts on outcomes for pupils, ensuring value for money.

Regular evaluation and review are central features of our approach, where senior leaders evaluate the impact of continuing professional development and staff are encouraged to become reflective practitioners. All staff should consider ways by which learning and teaching can be improved, thus maintaining the school's ethos and supporting the school's drive for improvement. This reflects our school vision – 'Roots to grow, Wings to fly' and is achieved through a variety of strategies:-

- Induction

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Ratified: F&S

Next review:

- Staff audits
- School self-evaluation
- Use of the Teachers' Standards 2012
- Appraisal target setting and review
- Staff meetings
- Internal training and courses
- External training and courses
- Whole school in-service education and training (INSET) activities
- Collaborative working and monitoring activities e.g. joint observations, internal and external moderation, lesson study
- Mentoring and coaching
- Reading and undertaking research

Responsibilities

It is the responsibility of the headteacher, supported by the Senior Leadership Team (SLT), to ensure that the staff development activities outlined above are successfully implemented and that their team members are offered opportunities and experiences to develop their professional expertise. Members of the SLT must be proactive, supportive and sensitive whilst dealing with staff development.

It is the responsibility of the governors to ensure the headteacher has appropriate access to development opportunities.

Equal Opportunities

As a matter of course, Alexander Hosea Primary School is inclusive and sees no distinction between teaching and support staff. All employees of the school are seen unequivocally as colleagues and have an absolute and equal right to all aspects of staff development.

Monitoring and review

It is essential that the staff development policy is monitored, reviewed and evaluated regularly. Reviews of staff development activities will feature on agendas for SLT and staff meetings. Evaluation may take the form of review meetings, questionnaires, self-assessment activities, as well as evidence gathered over an agreed monitoring period.

Conclusion

This policy is to be read in conjunction with the Recruitment, Staff Appraisal, Staff Induction and Pay policies.