

STAFF DEVELOPMENT POLICY

Introduction

We believe that adults and pupils/students learn more effectively if they have high expectations together with high levels of self-confidence and motivation and that creating a purposeful learning environment enables this. Both teaching and support staff of St Bernard's Catholic Grammar School represent its most valuable resource. Therefore, we undertake to provide development opportunities, with necessary guidance and support, to enable individuals to realise their true potential.

We recognise that continuous professional development of our employees is essential in helping this school to achieve greater effectiveness. Although professional development will almost always be intrinsically linked to the strategic/development plan and the appraisal process, sensitivity to the specific needs of an individual will be encouraged. Advice should be sought from the appropriate professional union/association learning representative, where available, about specific courses that do not feature in the strategic plan and are out of normal school time.

Opportunities for professional development will be linked to:

- The SEF/SIP
- Performance Targets
- The specific needs of the individual
- Developing skills of leadership and curriculum expertise
- National strategies
- Results of lesson observation.

This policy is in accordance with the school's single equality scheme.

Professional development and career planning

Guidelines

The encouragement of professional excellence, within the framework of the school's aims and ethos, should produce enthusiastic and committed members of staff. However, within that framework there will exist freedom for individuals and teams/departments/faculties to contribute to the aims and values of St Bernard's Catholic Grammar School.

We will continue to develop a culture in which there is continuous interest in the process of change and where all members of staff feel that they are respected and valued as individuals.

The sharing of good practice and expertise will always be encouraged.

We will provide a supportive framework for all new members of staff. Equally, we will encourage and support those members of staff who wish to gain necessary skills and experience to further their own careers.

Linking the needs and targets for an individual member of staff with the improvement/development plan and the school self-evaluation processes are features of St Bernard's Catholic Grammar School appraisal programme. Maintained schools also are required to comply with the statutory requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012.

Staff training days will be used to support targets within the school's identified areas for improvement.

Professional development activities

We need to maximise the opportunities for professional development in situations other than the traditional one-day course during term time. Although such courses can be valuable, the disruption to the learning process for the pupils/students cannot be ignored. The range of alternatives is considerable and includes: liaison with other schools/academies, shadowing, distance learning, team teaching, peer coaching, networking, mentoring, role swaps, home-based INSET, out of term-time courses (by agreement), delegation and team/department meetings. This list is not exhaustive and we always welcome fresh initiatives. Members of staff who opt to attend agreed courses in their own time may be supported through the school's development fund as appropriate.

In addition, some training days will be allocated to professional development.

Note

Ensure that there is equal opportunity/access to professional development for all staff, including part-time staff.

Identification of needs

Departments/faculties/teams should identify development needs annually. These needs should then feature in the relevant development plans.

All members of staff are invited to complete a questionnaire about their own professional developments and this contributes to their appraisal planning meeting and review. The review will include an assessment of the employee's training and development needs and identification of any action that should be taken to address them. Consideration will also be given to the impact of any training received.

All appraisal reviews include an annexe devoted to the specific development needs of the reviewee. School wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of the individual teacher.

Information from these sections is passed to the continuing professional development (CPD) co-ordinator and then used to influence future training and development provision.

Cascading

Members of staff who attend courses are expected to:

- Inform relevant colleagues of any key points.
- Share new skills.

This sharing can take place at department/faculty/team level or by a presentation to the majority of staff at a staff meeting or a training day. Occasionally, a member of staff may be asked to make a special presentation to the governors.

Monitoring and evaluation

Full records of staff development should be kept, together with some assessment of its effectiveness, so that full information can be given as appropriate and necessary both internally and externally, including an annual report to governors and availability to Ofsted.

See attached evaluation forms.

Initial teacher training

At St Bernard's Catholic Grammar School we believe in the importance of training new recruits to the profession of teaching. This is always a two-way process because new entrants bring with them fresh ideas and enthusiasm.

The partnership between schools and teacher training agencies is continually evolving. There is an ever-increasing responsibility for existing staff to take a high profile in this important activity. Nevertheless, it is always important that due care is taken to ensure that:

- Pupils/students and other professional colleagues are not suffering.
- Pupils/students are not unduly losing continuity with their regular teachers.
- No unreasonable demands are made on colleagues.

The number of trainee teachers in school in any one year will be closely monitored by the ITT co-ordinator. Wherever possible, partnership time for use by the subject/teacher mentor will be built into the annual timetable.

Graduate teacher programme

We welcome the opportunity to help graduates with a university degree recognised for the programme to achieve qualified teacher status (QTS). The length of the training programme varies from three to twelve months. The minimum period of three months will only be considered for applicants with at least two years' previous teaching experience.

We will provide the necessary supervision, support, mentoring and assessment. There will also be opportunities to observe other experienced professionals in action. A dedicated mentor will organise regular meetings for discussion and review and will also ensure that the trainee is fully acquainted with all of the professional matters appertaining to a fully qualified teacher.

For our graduate teacher programme, we have chosen to work in partnership with several universities. We actively support the Teach First Scheme.

Newly qualified teachers (NQTs)

This section should be read in conjunction with the school's induction guidelines/policy.

Note

All maintained schools must follow the statutory guidance on the induction of NQTs.

Newly qualified teachers are required to complete an induction period of three school terms. At St Bernard's Catholic Grammar School we welcome the opportunity of working with NQTs. We will make every effort to help them develop sound professional practices that will enable them to derive the maximum benefits from their chosen challenging careers. The induction process starts on the day of appointment to St Bernard's Catholic Grammar School and heralds the beginning of a programme of continuous professional development.

Each NQT will be allocated a mentor and an assessor. The mentor and assessor will be experienced teachers who are:

- Fully cognisant of the requirements of the induction period and of the competencies required of a fully qualified teacher.
- Capable of making fair and rigorous judgments on performance.
- Sympathetic to the needs and concerns of NQTs.

The NQT will be expected to adhere to the new teacher's standards as introduced by the DFE in September 2012. (These replaced the former QTS and Core Standards.) The assessor will make a lesson observation during the first four weeks in post. This will be followed by regular observations, approximately every six weeks, for the remainder of the induction year. Occasionally, another teacher will make a lesson observation with a professional interest. There will also be regular timetabled meetings with the assessor and ad hoc meetings with the mentor. The purpose of these meetings is to provide quality time for reflection, evaluation and discussion of general issues. In addition, there will be three formal assessment meetings between the NQT, the Headteacher (or the professional development co-ordinator) and the assessor. These meetings will normally take place towards the end of each term. The final meeting assumes greater importance because at this one the Headteacher will determine whether or not the NQT has satisfactorily met all of the requirements of the induction period, currently including the professional standards expected of all teachers. Official forms will be completed and forwarded to the appropriate body within ten working days. The NQT will be invited to add, in writing, any comments to the form. Copies will be made for the NQT and the Headteacher. It is then the Headteacher's responsibility to report the outcome to the governors.

If the NQT has accrued more than 30 days' absence during the induction year, the period of induction will be extended accordingly. Similarly, a NQT who interrupts her induction year with statutory maternity leave will have her induction period extended accordingly, unless she decides not to return to her post.

Except for the absences described, there will not normally be any extensions to the induction period.

All NQTs will be given a copy of the school's induction programme at the time of appointment (appendix A).

New members of staff

Newly appointed members of the teaching staff will be given a similar level of support as that provided for NQTs. Newly appointed members of the support staff will follow an induction programme specific to the responsibilities of the post.

Fixed-term opportunities

It is the firm belief of governors and the senior management team that significant enhancement to the quality of professional performance has resulted from this programme. Furthermore, in terms of total curriculum development and contribution to the philosophy of continuous learning, the scheme has proved itself to be particularly cost effective. Nevertheless, budget considerations will always be a determinant factor with regard to the number and levels of salary enhancements to be made available in any one financial year.

Essentially, we aim to identify, annually, a range of one-year opportunities covering many aspects of school organisation and management. Each opportunity identified may carry with it an additional payment*, for work beyond the normal school hours for teachers and for support staff a salary enhancement, of at least one point on the NJC scale. Although some opportunities will require applicants to have already demonstrated their management ability (eg, a one year appointment to the school leadership team), the majority of opportunities will be open to all members of staff. This scheme affords members of staff the chance to undertake fresh challenges. Experience gained can then lead to a possible change in career direction or recognition that such a post would not bring long-term job satisfaction.

Sometimes, teachers indicate a desire to gain experience in working in a different type of school. Wherever possible, attempts will be made to facilitate the request by organising an exchange with another teacher from the sector or type of school chosen. Generally speaking, such exchanges bring benefits not only to the teachers in the exchange but, equally importantly, to the two schools involved. The teachers involved would remain on their existing contracts but would be answerable to the host Headteacher for the duration of the exchange. Headteachers and senior members of staff from both schools will interview all prospective candidates for the one-year exchange programme.

The above is not an exhaustive explanation of the full range of one year opportunities. Fresh ideas are always welcomed and, if practical, attempts will be made to incorporate them into the overall scheme.

*This payment will be in addition to any other existing/substantive allowances.

Note

In addition to the availability of TLRs and SEN allowances, it might be possible to use the additional payments provisions of the pay and conditions regulations.

Leading practitioners

Where leading practitioner posts are created, the primary purpose of such a post is to model and lead the improvement of teaching skills.

Note

Academies are free to set their own pay and conditions for staff, and it depends on their articles of association and funding agreement whether they use the former AST and excellent teacher's scheme (AST and excellent teacher payscale and assessment arrangements have been removed from the school teachers' pay and conditions document). It follows that they also are not obliged to use the teacher's professional standards.

DFE bursaries and scholarships

Applications from members of staff for a DFE bursary or scholarship will be given sympathetic support. The range and type of these has been expanded and details are available on the DFE website.

Agreed by the Catholic Life of the School Committee on 24th January 2018

Review Date: January 2020

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APPENDIX A

Induction programme

Phase 1

Following appointment, new members of staff receive:

- The school prospectus.
- Staff handbook.
- Key policies including the health and safety booklet.
- Relevant curriculum information.

In addition, the newly appointed member of staff will be introduced to key members of the teaching and support staff.

Finally, assistance will be given by the NQT's mentor to plan the first few weeks' work.

Phase 2

Training days before the start of the autumn term:

- Introduction to all staff.
- Tour of the school to meet members of the support staff.
- Informal meeting with the Headteacher and members of the leadership team.
- Departmental/team time

Phase 3

- Formal monitoring by the assessor, including at least one lesson observation during the first six weeks.
- Weekly time-tabled meeting with the assessor and meetings with the mentor on an ad hoc basis.
- One informal meeting with the Headteacher and/or a senior member of staff during the first half term.
- Working time with department/year team/subject co-ordinator.
- Staff meetings.
- Opportunity to attend up to three courses specifically designed for NQTs.

Phase 4

At the end of each term, the assessor will prepare an interim report that will comment on:

- Professional preparation.
- Classroom management.
- Marking and assessment of pupils' work.
- Attendance
- General progress, including any points of concern.

Phase 5

One year on:

- Evaluation and assessment.
- Recommendation from the assessor for pass/fail.
- Formal meeting with the Headteacher, the assessor and a senior member of staff.
- Decision by the Headteacher to pass or fail the NQT.
- Forms to be completed by the Headteacher for the appropriate agency. (The NQT will be invited to add any written comments to the official form.)
- Headteacher to inform the governors of the decision to pass/fail the NQT.
- Identification and organisation of any specific support required.

- Outline plan prepared for continuing professional development.

Phase 6

- The NQT to complete a questionnaire regarding the induction process.
- Mentor and the professional development co-ordinator to review and evaluate the effectiveness of the induction process.
- Any recommendations for change/modification to the induction process to be put into a report for the Headteacher's attention.



APPENDIX B

Confidential

EVALUATION OF STAFF DEVELOPMENT – IN HOUSE

Participant/s:	
Head of department/line manager:	
Date – length of training:	

Learning objectives: (What do you hope to achieve?)

To be completed after the staff development has taken place.

Have the learning objectives been achieved? What information do you have to support this?

Do you consider the time you spent was?

Excellent

Worthwhile

Of little value

More time needed for the
nature of the subject

How do you envisage using the material in the future?

Cascade to colleagues ?

Yes

No

If yes:

Departments

Staff meeting

Team meeting

Continue working on this aspect: With colleagues

Individual

If the learning objectives were not achieved, what further staff development is required?

If additional learning objectives have been identified, what arrangements have been made to address these?

Overall comments:

Please note any additional remarks regarding the effectiveness of this staff development exercise. Also: do you feel this satisfactorily evaluates the activity or do you feel a longer period of time has to elapse before you can say whether it has been of benefit?



Review – after one term

How are you still using the expertise/materials from the development exercise?

Evidence:

What benefits have been felt as a result of this activity?

A Individually?

B On a team level?

C For the whole school?

Proposed date of meeting with HoD/line manager

Taken place

Signed Date

Review signed Date

APPENDIX C

Confidential

EVALUATION OF STAFF DEVELOPMENT – EXTERNAL

Participant:	
Head of department/line manager:	
Date of activity:	

Title of activity or course: (Please indicate the name of the company)

Details of staff development

Learning objectives: What do you hope to achieve?

To be completed after the staff development has taken place.

Have the learning objectives been achieved? What information do you have to support this?

Do you consider the time you spent was?

Excellent

Worthwhile

Of little value

More time needed for the
nature of the subject

How do you envisage using the material in the future?

Cascade to colleagues ?

Yes

No

If yes:

Departments

Staff meeting

Team meeting

Continue working on this aspect: With colleagues

Individually

If the learning objectives were not achieved, what further staff development is required?

If additional learning objectives have been identified, what arrangements have been made to address these?

Overall Comments:

Please note any additional remarks regarding the effectiveness of this staff development exercise. Also: do you feel this satisfactorily evaluates the activity or do you feel a longer period of time has to elapse before you can say whether it has been of benefit?

Feedback on the trainer/training organisation:

Venue:	Were you given documentation? Yes <input type="checkbox"/> <input type="checkbox"/>
	Was it well produced? Yes <input type="checkbox"/> <input type="checkbox"/>
Place/city	Will it be of use? Yes <input type="checkbox"/> <input type="checkbox"/>

Standard: Was the standard of presentation

Very good Good Average Poor

Review – after one term

How are you still using the expertise/materials from the development exercise?

Evidence:

What benefits have been felt as a result of this activity?

A Individually?

B On a team level?

C For the whole school?

Proposed date of meeting with HoD/line manager

Taken place

Signed **Date**

Review signed **Date**