



STAFF DEVELOPMENT POLICY

Presented to
Trustees
4 April 2017

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Date reviewed: ²	20 November 2012 Personnel Committee
Date of next review: ³	Autumn 2017

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years

Footnote:

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- MAT refers to Multi-Academy Trust

STAFF DEVELOPMENT POLICY

Of all the resources available to the MAT, its human resources are the most important; the quality of learning of its pupils is derived from the professional expertise of its staff.

From this it follows that the continuing professional development of the staff is essential to the development of the MAT as a whole. Continuous Professional Development (CPD) / In Service Training (INSET), consequently, is not a bolt-on or optional extra - rather it is integral; it is both the expectation of individuals and a need of the MAT.

CPD / INSET needs to be an appropriate mixture of internal activities, drawing on our own expertise and external provision. Such a mixture underpins innovation and supports development. It does so by enabling good practice to be shared and issues to be considered. In this respect, all teams, whether curricular or pastoral, may be seen as CPD / INSET Units; the CPD / INSET function of team meetings is an important element in the culture of the MAT. These make a significant contribution to the context of professional conversations in which more formal events can flourish.

Aims

1. To develop the professional knowledge and skills of the staff by ensuring as far as possible that the right person or group receives the right CPD / INSET in the right form at the right time.
2. To clarify staff awareness of the MAT's philosophy, aims and objectives and procedures and assist them to implement these effectively.
3. To encourage staff to plan their careers and to identify and take advantage of career opportunities.
4. To develop a consultative process where needs are identified and priorities established.
5. All staff and volunteers shall have an entitlement to equality of access to high-quality induction and CPD via performance management, appraisal and through other mechanisms to discuss their professional development needs.
6. The central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self improvement.
7. CPD / INSET planning will be inextricably linked and integrated with the School's Improvement Plan and be based on a range of information:
 - The needs of the school as identified through its self-evaluation;
 - Issues identified through other monitoring, eg Ofsted, quality standards such as Investors in People;
 - National and local priorities, eg national strategies, the LA's EDP, local community priorities;
 - Performance Management;
 - Feedback from staff, volunteers, students and parents.

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8. The school will have effective measures in place to audit the professional and personal needs of staff and link to the school's Quality Monitoring and Performance Management system. This policy will address the needs created by national and local priorities, the needs of the school as well as individual aspirations, needs and personal fulfilment.
9. The MAT will support accreditation of the professional development of staff.
10. The MAT will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within constraints.

Objectives

1. To deliver an effective induction programme.
2. To support the development needs of both individuals and groups using the School Improvement Plan and the Quality Monitoring programme.

Supporting a range of CPD activities

1. The MAT will support a wide portfolio of CPD / INSET approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning. These CPD / INSET approaches will include:
 - Attendance at a course or conference;
 - In school training using the expertise available within the MAT, eg team teaching, skills in classroom observation, sharing existing expertise;
 - Accessing external consultants, advisors or relevant experts for master classes, model and demonstration lessons;
 - Visit to observe or participate in good and successful practice, eg visit to a school or subject area with similar circumstances, a beacon school;
 - Secondments, eg with a regional or national organisation, an exchange or placement, eg with another teacher, school, higher education, industry, international exchange;
 - Opportunities to participate in award bearing work from higher education or other providers such as NCSL;
 - Research opportunities, eg a best practice research scholarship;
 - Distance learning, eg relevant resources, training videos, reflection, stimulation;
 - Practical experience, eg national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks;
 - Job enrichment / enlargement, eg a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing;
 - Producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
 - Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;

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- Partnerships, eg with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network, Network Learning Community;
- Creating an improved learning environment within the school.

Assessing the Impact of CPD / INSET

Annually the CPD / INSET Co-ordinator shall conclude his/her report to the Governing Body with an assessment on the benefits of CPD / INSET undertaken (and planned), especially as it relates to:

- Student and school attainment;
- Improved teaching and learning;
- Increased student understanding and enthusiasm;
- Increased staff confidence;
- Increased evidence of reflective practice;
- Recruitment, retention and career progression / promotable staff.

Process and Administration for CPD / INSET

Department Improvement Plans are the key determinants of CPD / INSET priorities. However, there needs to be some flexibility to meet individual needs.

The process for all CPD / INSET requests is as follows:

- INSET request form to be completed with clear reference made to the aims of the Department/School Improvement Plan. (Form available from School Office).
- Costings of INSET to be provided on request form (to include travel, overnight stay and subsistence)
- Line Manager to approve INSET request form
- INSET request form to be submitted to school's CPD Coordinator for approval
- CPD/INSET meeting takes place. Course suitability is considered. Diary and budget are checked.
- If course approved the CPD/INSET will be booked and member of staff informed.
- Employee attends INSET
- Evaluation form and expenses form to be completed upon return to school. (Forms available from School Office).

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