

Valuing Compassion, Community, Endurance, Friendship, Hope, Respect, Thanksgiving, Wisdom

Policy for Continuing Professional Development

Aims

We are committed to providing all staff with a broad range of good quality professional development opportunities.

We are committed to developing a culture of excellence where everyone in the school community is encouraged to develop their potential to the full, take responsibility and show respect for themselves, others and the environment.

We believe that Professional development is about making sure that all those working in school have appropriate and most up-to-date resources (within our funding capacity) and skills to do their job.

We believe that by ensuring high quality professional development opportunities we can support, develop and nurture the talents and classroom practice of staff which will raise the quality of teaching and learning for the whole school community.

Principles of Staff Development:

We encourage all staff to identify and prioritise for themselves areas for professional development, as well as identifying areas that need to be addressed as a whole school.

Our whole focus of professional development is centred on raising standards and the impact that training will have on raising the quality of teaching and learning.

We are committed to providing a wide range of development opportunities to suit the needs of individuals whilst also ensuring that these are prioritised in line with the school improvement plan.

All Staff are treated equally.

We believe that teachers benefit from learning on the job and from the best and are committed to ensuring that as a school we share and identify best-practice.

All teachers and teaching assistants have the opportunity to work alongside colleagues in other classrooms.

We review annually professional development opportunities and use Performance Management Reviews to identify future needs, which are prioritised in line with the school improvement plan. We believe that all training must be of a high quality and standard; we do not want our staff's time wasted.

We believe that technology plays a central role in supporting opportunities for self-learning and actively encourage staff to use virtual forums as a means to accessing high quality training as well as developing their own skills in this vital area.

We ensure that all staff have frequent opportunities for reflection, and professional dialogue, through which develops shared understanding, changing attitudes and improved performance.

In setting priorities for both individual and whole school professional development, consideration is given to performance management review outcomes.

Types of Staff Development Opportunities:

We recognise that, like our children, our staff have different preferred learning styles. To address these needs we promote and utilise a range of different opportunities for staff development.

These include:

Off-site activities which might involve:

Secondment for further qualification

Degree/diploma courses

Residential courses
Network partnerships
Research projects with the Advisory service
Leadership clusters
Non-residential courses
NPQH, NPQSL, NPQML
HLTA
Visiting other schools
Meeting other colleagues

School based activities which might include:

Using in-house expertise
Shadowing
Joint lesson observations
Mentoring
Coaching pairs
Working groups
Cascading information
INSET days
Whole staff training
Research
Working with a challenging child
Working alongside others
Staff workshops, “learning about learning through doing”

Organisation:

All professional development opportunities are prioritised in line with the School Development Plan and children’s current needs.

INSET days are planned for and are focused on developing whole school issues.

Individual training programmes are developed in line with prioritised needs for the children and school whilst taking into account the needs of individuals.

Staff attending training courses are asked to evaluate them to ensure continued quality of provision.

How we identify training opportunities and providers

In identifying the appropriate training provision, we think about:

How will the training help achieve the aims of our school?
Will the training adequately meet the needs of staff and children?
What IMPACT will the training have on learning?
Does it fit in with our yearly plan?
How would it best be delivered individually, whole school, group?
Where is it?
Is it value for money?

How we evaluate Professional Development

In evaluating professional development opportunities, we think about:

How did the training help to achieve the aims of our school?
Did the training adequately meet the needs of staff and children?
What impact did the training have on learning?
How has it influenced school practice?
How effectively was it delivered?
Was it value for money?

Staff Induction:

Staff Induction is supervised by the Head, classroom teacher and Admin Manager. When a new member of staff joins the school team they meet with their Line Manager to discuss their individual needs and a programme of support is identified.

This policy was agreed by the Governing Body and will be reviewed annually.