



A FAMILY, A FOUNDATION, A FUTURE

Whitminster Endowed C of E Primary School

Staff Development (See also Performance Management, Appraisal and Capability Policy)

Agreed by Governors: Spring 23
Review Date: Spring Term 25

Our School Ethos

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Each child is recognised as an individual and encouraged to develop his or her varying talents, interests and potential. We aim to provide an ethos in which pupils can learn and be happy, providing them with a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in society.

Principles, Values and Entitlements:

1. This school is a 'learning community' where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning amongst its community. It should be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively.
2. The school believes in the philosophy that *'effective teachers should take ownership and give a high priority to professional development'*. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. The CPD will be coordinated by staff undertaking performance management. The head teacher for teaching staff; the deputy head for teaching assistants.
3. All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing support and development.
4. The central features of this policy will comprise:
 - Effective auditing and identification of need and aspiration;
 - ensuring appropriate match of provision to the individual;
 - Reliable and explicit evaluation of the impact of provision;
 - Effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.
5. The school will support professional recognition including accreditation of the CPD undertaken.

Identifying CPD Needs

1. Appraisal is a supportive process which will be used to inform continuing professional development. (See PM Appraisal and Capability policy). The 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 individual teachers.
2. The Head Teacher will be responsible annually for discussing with the governing body the main CPD priorities and the likely budgetary implications of addressing these needs after the round of performance management meetings has been completed by the end of October.
3. Requests for accessing other CPD should be addressed to the head teacher who will decide on the most effective means.
4. The school will have systems and opportunities for staff to discuss and feedback information from any training.

CPD Provision

All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities, such as:

- priorities identified in our School Development Plan (SDP);
- appraisal as part of the National Performance Management programme
- DfE guidance for newly qualified teachers.

The school offers staff a wide range of development opportunities:

- review of job description;
- induction;
- appraisal;
- staff training days;
- joint training sessions for staff and governors;
- paired reviews of children's work;
- paired lesson observations;
- membership of working groups;
- conferences and seminars;
- coaching and mentoring from Leading or Advanced Skills Teachers (ASTs);
- membership of local and regional networks;
- membership of professional associations;
- placements and secondments;

CPD opportunities will be available if they:

- meet identified individual, school or national development priorities;
- be based on good practice – in development activity and in teaching and learning;
- Help raise standards of pupils' achievements;
- respect cultural diversity;
- be provided by those with necessary experience, expertise and skills;
- be planned systematically and follow the agreed programme except when dealing with emerging issues;
- be based, where appropriate, on relevant standards;
- be based on current research and inspection evidence;
- make effective use of resources, particularly IT;
- be provided in accommodation which is fit for purpose with appropriate equipment;
- provide value for money;
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

The school will look to a range of providers and utilize the SAS membership benefits of requesting and attending relevant staff training and meetings. www.sas.gloucs.sch.uk

Newly qualified teachers

Newly qualified teachers (NQTs) are entitled to a specific programme of support and development, and after three terms, they are assessed against national Standards. They are entitled to a 90 per cent teaching load, an induction tutor, and an individualised induction programme. This programme will reflect strengths and development priorities identified toward the end of their Initial Teacher Training (ITT). The NQT and the tutor will use the teaching standards to set professional development objectives for the induction period. Reports following assessment meetings each term will be based on observations of teaching, and of progress towards meeting the Induction Standards. These reports will be submitted to the Local Authority.

Governors

New governors will be encouraged to take part in induction training for new governors, provided by the LA. We will also support our governors with training of our own, linked to our School Development Plan (SDP).

Evaluating Impact:

Staff and their appraisers will monitor the impact of any staff development training by:

- Pupil and school attainment;
- Record keeping;

- More effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches;
- A climate of supporting success and effort;
- Staff confidence, enrichment, motivation self-esteem, preparedness to take risks, collaboration and reflectiveness;
- Pupil enthusiasm, engagement and commitment;
- Recruitment and retention;
- Career progression/promotable staff.

The head teacher will report to governors annually regarding performance management targets and relevant training needs.