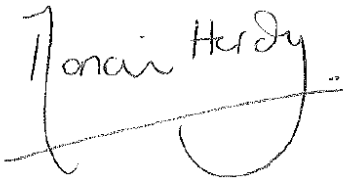


DRAYTON GREEN PRIMARY SCHOOL



STAFF DEVELOPMENT POLICY

Committee with oversight for this policy – Resources Committee (ReCo)	
Policy to be signed off by the Chair of Governors	
Policy last ratified and adopted by Full Governing Body.	July 2022
Reviewed by CoG	July 2023
Policy / Document due for review	July 2024

Statement of Intent

To facilitate the achievement of the school aims and the successful implementation of the School Development Plan, each member of staff, teaching and associate, in accordance with the school's 'Equal Opportunity Statement', is entitled to training, which empowers them to undertake their tasks and responsibilities professionally.

The School is committed to improving the quality of teaching, which will have the maximum impact on students' learning, in order to raise attainment. This policy document sets out a framework for all staff development at the School and is intended to serve as the basis for policies that address specific aspects of staff development.

Staff development encompasses both development and training, and most staff development activities are a combination of both of these. Training focuses on skills and knowledge directly connected to a particular position or occupation, whereas development refers to learning or the acquisition of skills that may or may not be related specifically to current duties.

Performance Management

Early Careers Teachers take part in the performance management system once they have successfully completed their induction period. All other teachers and associate staff will be part of this system from joining the school. Each year every member of staff, teaching and associate, will have an individual written plan, with clear, relevant targets set. This plan, and its annual review, helps each person, with their team leader, to identify those skills necessary to meet the demands of their job, now and in the future, and further their career and personal development.

Professional Development Portfolios

The Professional Development Portfolio recognises and assists professional development and each member of staff (teaching and associate) is encouraged to keep all professional documentation. In the case of teaching staff, the portfolio may be used as evidence for threshold assessment.

The School will aim to ensure that:

- Each member of staff understands what his or her job involves
- Each person is trained to perform his or her current job, and in the case of teachers, they are expected to meet the DfE Teaching Standards
- Staff are prepared and equipped for opportunities created by changes in the school
- Each person is given the opportunity to develop his or her skills, knowledge and expertise to achieve success in any specific future role s/he wishes to pursue e.g., teachers looking to middle management or Leadership
- Everyone is enabled to develop his or her potential, both personally and professionally.

Those with managerial and/or leadership responsibilities have a duty to:

- Help staff in developing their performance and effectiveness
- Provide staff with the information necessary to perform their job
- Guide their staff in how best to equip themselves for their current and future roles
- Ensure that appropriate action as a response to those needs takes place

The role of the Senior Leader, Staff Development, is to ensure that mechanisms and opportunities exist at an appropriate standard and cost. S/he will act as a central focus for the planning and provision of a range of staff development activities, based on identified demands and needs.

The process of development is most effective when each person takes responsibility for his or her own progress. Prime responsibility for learning rests

with the individual, in partnership wherever possible, with those who have managerial responsibility for that person's area of work.

Resources

Staff development resources are finite and decisions about which activities take priority will be based on the following hierarchical list:

1. **The School Development Plan:** New priorities, pastoral or academic, may make demands on both management and staff which they may not yet feel qualified to address fully and for which they need training.
2. **Team Development Plans**, including those produced by subject and phase teams, and associate staff.
3. **New job** specifications, job rotations and policy statements.
4. **Focus Groups** whose members may need to be supported by staff development resources.
5. **Personal and professional needs** emerging from performance management must be addressed if the process is to be formative.
6. **Interviews for posts** may highlight individual staff training needs.
7. **Staff personal and career needs:** though at the foot of this list, must be acknowledged and the school is committed to the allocation of available resources for this purpose.

Annual Staff Development Plan A systematic, planned approach is needed so that there is:

- a focus on school needs
- an equitable distribution of opportunities for staff
- a formalised link to the performance management system
- a planned use of resources
- a framework for dissemination and evaluation

Subject and phase leader plans, review of the SDP and information gleaned from policies, appraisals, interviews and job descriptions will be used by a designated member of the Leadership Team (Staff development Lead) to construct a Staff Development Plan based on perceived priorities. The plan will form an integral part of the School Development Plan.

The completed Staff Development Plan will be submitted to the Leadership Team for discussion and approval in the summer term each year to tie in with the academic year.

Induction All teachers (including Early Careers Teachers) and associate staff new to the school will have a comprehensive induction period. (See the Induction Policy)

Planning Time Well-planned staff development will bring more benefits to the school than ad hoc measures. Sufficient time is needed to allow for sound planning and promotion of staff development, which is in line with the school's strategic aims, meets specific needs effectively, and enables innovation in staff development. Further, when new initiatives or significant changes are being planned, such strategic plans need to have explicit staff development goals and action plans built in to ensure the required development of staff.

Systems and Procedures

Mechanisms for effective staff development involve identifying, implementing and evaluating group and individual staff development. For example, individual staff development needs can be identified through Performance Management Reviews, the staff Training Needs analysis sheet, and self-evaluation.

Existing Staff Expertise Using in-house expertise is cost effective for the school, serves as a way of publicly recognising valuable staff and enhances the sense of the school as a community. Seeking out and developing in-house expertise in both content and delivery can enhance these benefits.

Associate Staff

Site management staff, lunchtime supervisors, teaching assistants, learning mentors, finance and office staff will receive induction and on and off site training as appropriate to their particular needs. All will receive training in child protection and health and safety issues. The full inset programme is available to associate staff as well as teaching staff.

All associate staff will be informed on appointment that they will be subject to a probationary period. Data will be gathered and a record of their performance kept during this period. Detailed feedback on progress will be provided if performance is unsatisfactory every opportunity to correct any shortcomings however, will be afforded to the employee through the additional training in the first instance.

Monitoring and Evaluation The Staff Development Lead has overall responsibility for the induction of teaching, associate and learning support staff.

Additional Support All staff will be given a Staff Handbook and Calendar and be provided with a generic and specific job description. New staff will be given an induction checklist.

Capability

Every effort will be made to fully support each member of staff, but if, after supportive intervention, serious problems are encountered, the Head will be informed and this may result in the Disciplinary Procedure being invoked.