

Grand Avenue Primary and Nursery School

Staff Development Policy

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Introduction

The purpose of staff development is to enable individuals to increase their knowledge and skills, both professionally and personally, in order that they may become more effective in their work. Staff development is comprised of experiences and activities that are organised to increase the knowledge and skills of the staff to facilitate the aims of the school and contribute to school improvement.

At Grand Avenue we believe that staff are the most important resource in the school, we have a commitment to staff development which in turn leads to a more effective education for the pupils.

Aims

The main aims of staff development are

- ◆ To increase the knowledge, skills and expertise of the staff so they may carry out their present responsibilities effectively.
- ◆ To help prepare staff for future career opportunities.
- ◆ To encourage and motivate staff so they can work effectively as a team.
- ◆ To promote a learning environment for all staff members.

Objectives

To match the developing skills and knowledge of the staff to the needs of the school.

To encourage staff to take responsibility for their own development (both individually and as part of a team).

To examine school need, staff need and external requirements when prioritising areas for staff development.

To ensure equality of opportunity in all matters regarding staff development.

The Role of the Staff Development Co-ordinator

The role of the Staff Development Co-ordinator is central in terms of school improvement. The Staff Development Co-ordinator aims to

- ◆ Assess the personal and professional needs of all staff (including needs arising from Performance Management).
- ◆ Relate personal and professional needs of staff to the school development plan.
- ◆ Prioritise applications for attendance on courses.
- ◆ Consider requests for personal development, e.g. visits to other year groups, support for further study.
- ◆ Promote the sharing of skills and expertise amongst staff, ensuring feedback from courses forms part of agenda for staff meetings/MLT/SLT
- ◆ Evaluate CPD provided.
- ◆ Be actively involved in the planning and delivery of whole school CPD days.
- ◆ Review policy document at regular intervals
- ◆ Identify courses and publicise them to all members of staff.

Appraisal

A comprehensive Appraisal Policy is in place. Each member of staff works towards three objectives during an academic year. A personal action plan is created and regularly reviewed with line manager. (See Appraisal Policy)

Identifying Staff Development Needs

Ways of identifying the needs of the school and staff include

- ◆ Discussions during whole school staff meetings, senior leadership team meetings and middle leadership team meetings, departmental meetings.
- ◆ School Development Plan
- ◆ Classroom observations undertaken by link inspector, senior management, team leaders and curriculum co-ordinators.
- ◆ Use of a staff questionnaire.
- ◆ Analysis of pupil test results
- ◆ Areas identified through OFSTED/SIP reports.
- ◆ Areas identified through Governors meetings.

- ◆ Through the Appraisal process.
- ◆ Through external requirements including, Acts of Parliament or Government policy.

Analysing Staff Development Needs

The Staff Development Co-ordinator, the Headteacher and the Senior Leadership Team analyse and place in priority order the required CPD. The main considerations are

- Relevance** - Is the CPD relevant to the needs of the school and staff?
- Effectiveness** - Will the CPD lead to school improvement and improve performance of individual staff members?
- Efficiency** - Do the outcomes justify the cost?
- Priority** - Does the CPD meet the school priorities as agreed in the School Development Plan?

Types of Staff Development

Staff development takes a variety of forms. The most effective training has a direct influence on the quality of the teaching and learning in school.

Types of staff development include:-

Courses	These can vary in length, from half a day to ongoing sessions planned for longer period. They may be organised by the local education authority or national providers.
Staff meetings	These may be led by school curriculum co-ordinators or an external speaker.
INSET days	Attended by all staff, usually led by an external speaker on whole school areas for development.
Individual feedback	Feedback from an observation or learning walk outlining areas for development and next steps.
Borough Cluster Meetings	These involve discussions with other schools in the authority and may have a specific focus. They may also be used for the dissemination of information.
Recognised qualifications	MA, NVQ, NPQH, NPQSL
Mentoring ECT	Each ECT attends national induction training with the provider being chosen by the school. (This may be through a third provider or in house). A tutor and mentor within school are established to discuss the career entry profile and support the ECT in further development.
Induction	Newly appointed members of staff undertake a specific induction programme. (See Induction Policy.)
Mentoring RQT	The school offers support to members of staff who are RQT
Personal reading	The school provides educational publications and books for staff to read concerning wider educational research and development.
School to school support	Working alongside other schools leading teachers ,consultants and

programmes	moderators
Learning Communities	Working alongside a group of colleagues to share good practice and develop knowledge, skills and understanding.
IRIS	Staff using the IRIS connect system to support personal CPD.

Evaluation

Staff are required to record and evaluate all training and development undertaken. Staff are advised to keep accurate personal CPD records for appraisal purposes.

Training is evaluated by the Staff Development Co-ordinator and member of staff attending to assess whether the objectives of the training have been met.

Opportunities to share training that is relevant to the whole school are planned during staff meetings each week. Year group or more specific training feedback is organised by the member of staff attending the CPD.

Funding

The cost of training and supply cover if necessary are met through the school. The school is part of AfC meaning some costs are part of a credit system.

The school will aim to financially support members of staff wishing to undertake professional qualifications eg NPQSL through matched funding.

Concluding Statement

In our school, becoming more knowledgeable and skilled in our work means that we are better equipped to provide an effective education for the children in our care.

We believe that effective staff development is established through careful planning, evaluation and a commitment to this crucial aspect of school development.