



St. Crispin's School Policy

Staff Development Policy

Version Number	Date Created	Changes or reason for Update	Date Approved
V1	Nov 2001	First Issue	Nov 2001
V2	12/2007	Reviewed and updated format	05/2009
V3	05/2010	Reviewed and no changes made	05/2010
V4	09/2012	Reviewed and no changes made	09/2012
V5	06/2014	Minor amendments deleting obsolete mission statement, SIP not SDP,	07/2014
V6	09/15	Minor amendments	10/2015

Next Review of this Policy is due 09/2018



1. SCOPE of Policy

1.1 This policy is supported by the School Improvement Plan, Department plans and the Performance Management Policy. The School Improvement plan identifies the targets the school is working towards; with the department plans identifying resource needs including professional development. These structures and procedures ensure equality of opportunity for staff to access training and development. Professional development needs are also identified in the performance management reviews.

2. The Aims and Purposes of Professional Development

- 2.1 To enable all staff in the school to expand and grow according to their various professional tasks and roles and according to their professional potential.
- 2.2 To address specific training needs as identified in the School and Department Improvement plans and from individual performance management reviews.
- 2.3 To ensure that all staff are aware of important local and national educational developments and issues.
- 2.4 To encourage individual staff to plan their careers and to identify career opportunities.
- 2.5 To enable staff, where necessary or possible, to gain additional qualifications which will improve standards and the quality of teaching and learning in the classroom.
- 2.6 To support staff in a supportive and caring atmosphere and to facilitate generation of this ethos throughout the school.

3. Rights

- 3.1 All staff working in the school are entitled to development opportunities and in-service training including teaching and support staff.

4. Responsibilities of School Leaders

- 4.1 To implement the school's training and development policy.
- 4.2 To provide forums where staff can communicate their needs.
- 4.3 To provide relevant school based training opportunities that are responsive to national local & school needs.
- 4.4 To encourage staff to participate in courses and similar opportunities to meet both departmental and school targets.



4.5 To listen to staff concerns and to offer support in a variety of ways. Leaders can make suggestions about visits, enable classroom observation, or put people in touch with each other to share good practice.

4.6 To ensure that annual performance management reviews are carried out in accordance with the Performance Management Policy and that professional development reviews are carried out for support staff.

4.7 To monitor and evaluate how the development of staff contributes to goals and targets.

5 Responsibilities of Staff

5.1 To be prepared to undertake professional development.

5.2 To seek opportunities for self-development and to take full responsibility for meeting job related development needs.

5.3 To be aware of courses and training opportunities and their relevance to the school's priorities.

5.4 To communicate developmental needs within the consultation process in the school.

5.5 To gain Line Manager approval for external course and submit to the SLT line manager for CPD the appropriate application form.

5.6 To disseminate the outcomes of the course/development opportunity to the relevant people in order to maximise the benefits to the school.

6. Organisation

6.1 The SLT Line Manager for CPD will:

- a) Oversee the entire cycle of staff development and keep it on course.
- b) Plan, organise and communicate the Twilight Inset Programme information to staff.
- c) Become experienced in the management of staff development and encourage appropriate management techniques and attitudes.
- d) Liaise with relevant outside bodies and maintain an awareness of opportunities that exist for staff development.
- e) Design, implement and monitor a programme for the effective use of INSET days.



- f) Manage the budget allocation for staff development, prioritising needs and keeping appropriate records.
- g) Oversee the process of dissemination of information and skills.
- h) Design and implement the evaluation of staff development.

6.2 The delivery of the Staff Development Programme has several steps.

6.3 Induction

Induction programmes for teachers new to the school and for NQT's are established. Please refer to Staff Induction Programme for further information.

6.4 Performance Management

Performance Management is a cornerstone of effective staff development with specific targets which benefit the school and the individual. For further details refer to the school policy on Performance Management.

6.5 Training and Support

- Needs will generally be identified via development plans and through Performance Management or Professional Development Reviews.
- Efforts will be made to support teachers involved with development targets in order that knowledge and skills acquired are put into immediate use in the school's interests
- A range of training and support is offered, including:
 - External courses/conferences
 - Subject area meetings/support groups
 - Whole school training on INSET days
 - In-school Twilight sessions
 - Departmental/year meetings
 - Provision of time for groups of staff to work together
- Where needs are identified for the development of the skills associated with middle or senior management roles then opportunities will be made available where possible to obtain such experience.
- Each year funds will be set aside for training relating to career development.

7. Feedback/Dissemination

The benefit to the school of the training that is provided will be maximised by the provision, where appropriate, of opportunities for the dissemination to other staff of the skills and knowledge learned in training.



**APPENDIX 1:
WHAT SHAPES OUR STAFF DEVELOPMENT AND TRAINING?**

