

POLICY STATEMENT: STAFF DEVELOPMENT

RATIONALE

The Ridings High School strives to be a learning school through a culture of continuous improvement. Our business is concern for the learning of both staff and pupils. Through the continuous learning of all our staff and governors the school will improve and develop, bringing even greater benefits to pupils.

Staff development is the process of learning which aims to increase the effectiveness of all teaching and support staff and governors both as individuals and as team members. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles.

The staff development process will ensure mutual benefits for the individual and the school. It will not only encompass formal training and development programmes but also the opportunity to learn from and with colleagues and to be offered new challenges and responsibilities.

Purposes of the Policy

Our staff development process will:

- contribute to improving and developing the overall effectiveness of the school, raising pupil achievement and meeting the needs of pupils, parents and the wider community;
- promote job satisfaction, a sense of personal achievement, individual and team effort, thus providing opportunities for personal advancement within the school or outside it;
- foster a shared vision;
- improve and develop teaching, management and other job related skills in the context of changing educational needs;
- facilitate the sharing of good practice and build co-operation and collaboration between staff from all areas of the school;
- ensure that all staff are valued and recognised as the school's most important resource;
- develop the skills and capabilities needed to support the achievement of the school's aims and objectives;
- help to achieve the individual development needs identified within the performance management process.

Success Criteria

We will know if we are succeeding when:

- all staff feel that their development needs are being addressed;
- staff are able to manage and deliver new initiatives in a time of change;
- individual, team and school targets are met;
- the quality of teaching and learning has improved so that:
 - pupil progress is discernible;
 - there is a variety of appropriate teaching and learning styles across the curriculum;
 - there is a sharing of good practice.
- teachers evaluate their own performance;
- staff development activities are based on identifying needs, prioritising and planning, implementation, review and development;
- staff development is cost effective;
- evaluation of staff development is positive;
- staff development is successfully reviewed by IIP

Guidelines

- All staff development activity is planned in the context of the school's vision, goals and guiding principles. Resources are prioritised to achieve school goals.
- Financial and other resources for staff development are allocated annually from the Standards Fund and apportioned in accordance with school priorities for strategic development and the need for continuing professional development identified as part of performance management.
- Staff development needs are identified in the context of target setting by faculties and other key areas, as well as part of annual performance management reviews for all staff. Full time staff are entitled to a 50 minute review annually with their team leader.
- Staff are encouraged to determine their own development needs in the context of school development goals. Staff are responsible for keeping their Professional Portfolio up to date.
- Line managers have a responsibility to secure appropriate development for staff, within budgetary constraints.
- Staff development begins with a relevant induction programme and continues throughout employment in the school.
- Staff development is guided by IIP principles.

Staff development is provided through a wide range of activities including:

- internal and external courses
 - shadowing and observation
 - secondments
 - open learning
 - workshops
 - action research
 - job enrichment.
- Line managers before, during and after implementation will support all staff development activity. Managers and staff will work together in a learning partnership and as reflective practitioners.
 - Individual and school based records of staff development activity will be kept to ensure continuity and progression in the development of professional skills and ensure an equality of opportunity in development activities.
 - All staff development is monitored and evaluation to assess its contribution to school improvement and raising pupil achievement. Evaluation is used to steer the development of staff towards the achievement of the school's vision. Evaluation findings are used to inform continuous improvement of staff development activity.
 - IIP Review plays an important part in the evaluation process.

Staff development procedures: Appendix 1

Evaluation of Staff Development: Appendix 2

These guidelines are translated into action through other policies and procedures, for example:

- Induction Policy
- Performance Management Policy for teaching staff
- Performance Management Policy for support staff.

Date for Review:

APPENDIX 1

Staff Development

The school seeks to support the in-service training of **all teaching and support** staff. Access to staff development funds is shown on the “Staff Development Procedures” diagram. The system has been designed to enable more effective identification of INSET needs and to develop a system for monitoring the impact of INSET based on the Investors In People (IIP) model.

Applying for INSET (as an individual or through faculty):

- Complete INSET application form;
- Obtain signature from Head of Faculty or other appropriate “budget holder”;
- Pass form to Director of Professional Development (DPD) – Jan Warren (JMW) who will confirm if INSET is approved.

On approval of application:

- DPD will forward order form and booking details to Finance Assistant;
- A copy of your approved application will be returned to you for your records. (Copy also to relevant “budget holder”);
- Complete a Cover Request Form for Deputy Head Curriculum (DHC) – Norman Lowdon.

Following completion of the course/INSET:

- Complete INSET Evaluation Form 1 and provide copies for Head of Faculty and DPD;
- Keep a record of your own INSET within your portfolio;
- Discuss the benefits of your course within the appropriate teaching team;
- After three months, complete INSET Evaluation Form 2 indicating the degree of impact.

South Gloucestershire Courses:

Course details are available in the Staffroom. These incur full costs and so booking is the same as for any other course.

Travel Claims:

If it is ‘School’ funded we use a ‘South Gloucestershire Travelling and Subsistence’ form (blue) and a ‘Travelling Expenses’ form (yellow). These are available from Donna Walker in the Cashier’s Office.

Staff Development (Teacher Record)

You may find this page useful as a point of quick reference for your Continual Professional Development.

SDP/Post Ofsted/Faculty/Department Targets (2003-4)

Perceived INSET Needs (Arising from performance Management Review etc)

INSET Record (Include title, date, length of course, provider)

APPENDIX 2

Evaluation of Staff Development

All staff development needs to be evaluated in order to ensure value for money in relation to school objectives.

Evaluation of staff development is required at five levels:

1. Reaction - did the learning activity suit the learner?
2. Learning - have staff acquired the knowledge, skills and attitudes identified?
3. Application - is the new learning being applied on the job? Is practice changing? Does practice meet set standards?
4. Results - what benefits are resulting from the change in job performance? Is pupil achievement improving? Are we reaching our targets?
5. Value - are we moving closer to our vision?

Methods of Evaluation

1. Reaction - questionnaires for whole school INSET, individual evaluation forms.
2. Learning - follow up discussions in teams, evaluation forms.
3. Application - faculty minutes, classroom observation, individual evaluation form 2, teacher planners. Meeting notes from SMB/faculty discussions. Annual faculty/team review sheets.
4. Results - measures of pupil progress, pupil results, pupil feedback
5. Value - minutes from team meetings, senior management and governor meetings, and cost benefit analysis.