



# **PHILIPS HIGH SCHOOL**

## **POLICY ON**

## **STAFF DEVELOPMENT**

### **2023-24**

## **Rationale**

In order to meet the diverse and changing needs of its students and staff, Philips High constantly reviews and evaluates its provision and development needs. The development of staff, a school's most important resource, is therefore fundamental to the growth of the school and advancement of pupils. It is vital that staff are well motivated and provided with opportunities to keep abreast of educational thinking and up to date with changes and development in their own subject areas. A staff CPD library is kept up to date with books which staff borrow.

Engaging in staff development is a professional responsibility. The management of this school gives high priority to staff development ensuring that, as far as possible, it is properly resourced and managed and provides a variety of effective training.

This policy is supported by the School Improvement Plan and the Performance Management Policy. The structure and organisation of the school ensures that staff development needs are identified and reviewed regularly.

## **Aim**

To improve professional expertise and thereby enhance the quality of teaching, learning and standards of achievement and progress within the school.

## **Purposes**

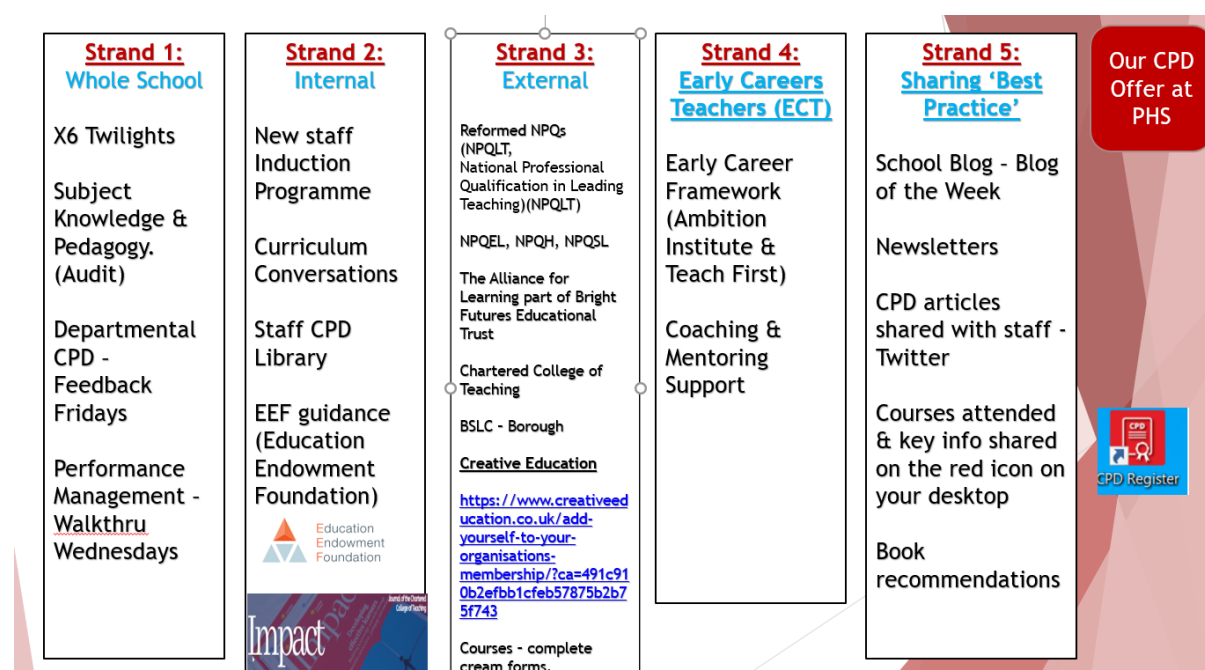
- To provide access to development via training to all members of staff, teaching and non-teaching.
- To assist the professional development and advancement of individual members of staff and thereby increase self-esteem.
- To provide staff with the opportunity to acquire new skills/area of expertise.
- To equip staff to be able to respond to curriculum and institutional change.
- To provide opportunities to share expertise within and between departments in cross-curricular, pastoral, academic teams and performance management.
- To allow opportunities for thinking, discussion, planning and formulation of new policies and materials.
- To enhance the individual's professional skills in specific areas e.g. National Curriculum management, administration, interpersonal skill, pastoral care and classroom support.
- The School Development Plan should include the Staff Development Policy.
- The Staff Development Policy should facilitate the School Development Plan.
- To increase job satisfaction and ensure that staff are recognised as the school's most important resource.

## **Forms of Development**

- Full range of INSET courses provided by the LEA, Exam Boards and other agencies.
- INSET Days/ In-house INSET
- NPQH/ NPQSL/ NPQLTD/ NPQLT
- Twilight sessions – x6 sessions throughout the year after school from 3:10-5:40pm.

- Viewing good practice
- Sharing expertise
- Team teaching
- Shadowing and supporting
- Cross-marking, standardisation and moderation
- Furthering professional qualifications
- Membership of Professional Bodies
- Professional reading
- Membership of working parties
- Mentoring and involvement in I.T.T.
- Standardisation/collaborative meetings

## **How it Works**



1. At the end of the Summer Term, Departments review training during the academic year via a summary sheet provided by the Staff Development Co-ordinator. Future training needs are discussed in light of the Department Development Plan and included on a form returned to the SDC. Staff complete a survey with suggestions for future training sessions.
2. SDC analysis SDP for possible training needs.
3. SDC receives information from various institutions and organisations and disseminates it in light of needs, requirement, etc. to individuals/HoDs/SMT/Staffroom/Governors/Non-teaching staff.
4. Interested staff inform co-ordinator.
5. Co-ordinator applies for courses and makes a note in substitution diary and record file.
6. After training has taken place, staff complete an evaluation sheet and return it to co-ordinator, discussion may also take place.

## **Evaluating Impact and Disseminating Good Practice**

All staff are responsible for evaluating and disseminating (where appropriate) CPD. It is the responsibility of the SLT Teaching & Learning person(s) to evaluate and provide a framework for rigorous quality assurance, ensuring that CPD is of the highest quality and meets school and individual need.

Following professional development opportunities, participants forward feedback/information/training to other and highlighting the usefulness of the sessions attended for their own practice.

SLT AHT is responsible for monitoring and evaluating the impact of CPD. This can be undertaken at a variety of levels including immediate evaluation by participants, longer term follow up for a sample of CPD undertaken and/or informal discussions with colleagues about improved practice. SLT AHT also provides summary reports to the Governing Body on the benefits of the CPD undertaken and future needs.

The use of INSETS are based on whole school needs after discussion at SLT, bearing in mind our expressed objectives in the School Development Plan.

## **Induction**

- New staff at Philips High take part in a full induction programme. The new staff days seek to balance the specific role training required coupled with the opportunity to meet new people and be welcomed to the community. This consists of sessions which support staff with the procedures, ethos and good practice identified by the school prior to starting their new role.
- ECTs are supported with a full and comprehensive programme which features regular mentoring and support, lesson observations and feedback and access to the school in house programme. ECTs will complete the ECF (Early Careers Framework) programme lasting for 2 years to provide a strong network of support. Mentors are awarded and the AHT Quality of Education will be the Lead on the ECF and oversee the ECTs.
- For individuals promoted internally or changing posts, support will be offered between the appointed person and the line manager.
- For classroom support staff appointed, there is an induction programme carried out the SENCO and supporting staff within the department. This will familiarise the appointed person with school timetables, routines, expectations, procedures and policies.
- Support staff are given an induction programme by the SENDCO / School Business Manager and supporting staff within the department. This will enable such staff to become accustomed to all routines, their responsibilities, policies and procedures, as well as the use of available equipment.
- New Site Managers are given an induction by the School Business Manager and supporting staff within the department, to establish appropriate working practices for the maintenance of the buildings.
- Cleaning staff are inducted into their role by the School Business Manager, Site Manager and supporting staff within the department.
- New Governors are offered the opportunities to become familiar with the school procedures and protocols. LA training and INSET is provided.