



File: Staff	
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Staff Development Statement

Aims

Victoria Community School believes that professional development is both an entitlement and a shared responsibility of all staff.

We hope to increase the effectiveness of all staff both individually and as members of the Victoria Community School team by:-

- **recognising and enhancing professional and personal strengths**
- **increasing job satisfaction**
- **offering equal access to training and other development opportunities**
- **improving/maintaining self-esteem and self-assurance**
- **preparing staff to respond positively to proven relevant change**
- **utilise all staff expertise and knowledge, such as through coaching colleagues in school**
- **support development of health and wellbeing**

In this way we hope to:-

- **improve the quality of teaching and learning experiences**
- **respond effectively to curriculum demands**
- **improve the efficiency of the leadership and management of the school and its resources**
- **encourage the extension of professional responsibilities**
- **keep staff up-to-date with educational developments**
- **provide a positive, healthy and supportive environment**

STAFF DEVELOPMENT POLICY

The staff of Victoria Community School recognise that our school is unique and serves a community with specific attributes and requirements. Thus our large staff possess a wide range of talents and expertise which we aim to develop and share.

Rights

Every member of staff:

- is entitled to a supported induction process both when new to post and when taking a new role
- is entitled to personal and professional development - within the means available
- should be aware of opportunities available
- is entitled to quality training and development opportunities
- should have the opportunity to report back on training and other opportunities
- is entitled to equal opportunities irrespective of sex, disability, race or role
- is entitled to a review of their own needs
- is entitled to support from all colleagues (including Children and Lifelong Learning)
- a clear and up-to-date job description

Responsibilities

EVERY member of staff should:

- be aware of their schools priorities and key issues as identified in the SDP/SEF and make appropriate requests
- be prepared to share, disseminate knowledge in a variety of contexts
- ensure that training has an impact on teaching and learning and/or the school ethos
- support their colleagues and outside agencies
- complete the course evaluation form after attending courses not at school (Appendix III)
- evaluate opportunities and value to school via feedback from courses as appropriate (every staff meeting has this included on the agenda)

The Leadership Team should:

- contribute towards the development of an appropriate SDP/SEF which balances individual and school needs
- make all staff aware of available opportunities
- provide a rationale for decision making
- overview planning, monitoring and evaluation of Personal Professional Development
- implement and support procedures for staff development cycle
- responsibility/overview for curriculum team and relevant staff

The CCES should provide support systems

Objectives should be determined

- through performance management reviews/appraisal and subsequent professional development discussions
- through Senior Management, Victoria Leadership, key stage, SDP team (e.g. Independence, SMSC), curriculum and full staff meetings
- by balancing prioritised needs and budget available
- through recommendations from CCES, OFSTED or other agencies
- through induction and mentoring processes

Requirements can be made known

- through interviews with appropriate line manager, PM/Appraisal Team Leader, CPD Manager, mentor or HT
- via questionnaires or pro-formas (Appendix I and II)
- informal discussions with PM/Appraisal Manager/HT

Coaching

Coaching is designed to support staff in implementing and embedding new pedagogic practices in their teaching and management. One of the long term aims is to increase the pool of trained and experienced coaches within the school who will roll out their expertise, as need dictates, thereby maximising our capacity for change and improvement.

It is important that coaching is:

- voluntary
- non-judgmental
- supportive
- a form of INSET
- controlled by the teacher not the coach (any notes, observations, videos remain the property of the teacher)
- does not form part of performance management
- is designed to utilise and enhance the knowledge and skills of staff

Opportunities for CPD can be publicised via

- staff noticeboard
- staff and team meetings
- course handbooks
- individually
- weekly briefings
- pigeon holes
- emails

Staff can gain opportunities via

- staff inset (as participants and contributors)
- verbal approach to PM /Appraisal Manager
- complete appropriate pro-forma (Appendix I)
- via CPD request proforma (Appendix II)

Reference to other policies

Equal Opportunities	Professional Development
Decision Making	ICSS
Recruitment and Retention	



STAFF DEVELOPMENT REVIEW

Name _____

Date _____

In what areas have you received training within the last 2 years?

What are your areas of responsibility?

Are there any areas in which you feel you would benefit from training or support?

Please indicate the area and type of support required;

a) classroom practice

b) curriculum/area responsibility

c) management/administration

d) other

With reference to the current SDP key issues, are there any areas where you:

a) could offer support?

b) need further support?

What form do you see this support taking?

(e.g. professional discussion, training/course, observation, consultation with peer, professional visit, key stage/school workshop)

How effective do you find:-

- a) individual courses
- b) designated courses
- c) school-initiated training

(Please consider time and cost implications when evaluating effectiveness)

Please take this opportunity to make any comments regarding Continuing Professional Development either in the space below or in person with your Line Manager/CPD Manager.

C.P.D. REQUEST FORM

(Please give as much notice as possible)

Name: _____ Class/Year: _____

Date/s: _____ Time: _____

Course code and title: _____

Course provider: _____

Intended outcome (please see over): _____

Feedback via: _____

Course approved **YES/NO** Reason for return _____

Course requested by: _____ Supply Cover required YES ☐ NO ☐

Internal cover available: _____

Alternative PPA time: _____ Date and by whom: _____

Internal cover arranged ☐ details _____

External cover arranged ☐ details: _____

FUNDING

C.P.D. budget ☐

Subject area ☐
(please specify) _____

Other ☐
(please specify) _____

COURSE COST £ _____

OTHER COST £ _____
(PLEASE SPECIFY)

TOTAL COST £ _____

Things to consider when requesting a course;

- If PPA time is affected please state on form when you will be taking PPA and who will cover
- Your own workload
- Is this a cost effective way to achieve desired outcome (are you able to follow up on the commitment so that the school benefits?)
- Impact on continuity (effectiveness of cover and priorities when organising cover)
- How will information be shared (staff meeting / team meeting / minutes / INSET / policy)
- Mileage incurred by attending professional development events should be claimed electronically (see the office for help)

Is this event?

- Directly related to my Key Responsibility (KS)
- Supporting my Performance Management (PM)
- Developing a whole school issue

Please complete this form and return to Natalie.

Following the course, please complete the evaluation form and return to Natalie.

Any mileage forms, please return to Carole by e-mail.

Thank you!



C.P.D. Evaluation Sheet

We are always keen to receive your views on the training that you receive. The feedback you give allows us to continually adapt training to better suit your needs. We would appreciate it if you could spend a few minutes filling in this form.

Name: _____

Role in the school: _____

Title of training course: _____

Date: _____

Name of trainer(s): _____

	<u>poor</u>	<u>average</u>	<u>good</u>	<u>excellent</u>
Overall Verdict	1	2	3	4
Training Structure	1	2	3	4
Training Content	1	2	3	4
Quality of Handouts	1	2	3	4
Session Length	1	2	3	4
Pace of Training	1	2	3	4
Exercises & Games	1	2	3	4
I had fun	1	2	3	4
I learnt something useful	1	2	3	4
Relevance to role in school	1	2	3	4

What did you like about the training?

What do you think could be improved?

Outline three things that you will take with you/have learnt in this session:

1.

2.

3.

Do you have any suggestions for new C.P.D. / staff meeting sessions?

Please return the completed form to Natalie.

Thank you!