



The Grange School and Sports College Policy Document



1. **Title:**

Staff Development Policy

Staff development is the key process which aims to increase the effectiveness of all staff, both as individuals and as team members, to enable them to drive and contribute to the school's vision, goals and implement its guiding principles. The goal of staff development is one of mutual benefit for the individual, the school and the students.

2. **Purpose:**

- To help put student learning at the heart of school improvement
- To develop staff in ways which will help to maintain and improve the overall effectiveness of the school in meeting its vision and the goals identified in its School Improvement Plan (SIP)
- To help colleagues to maintain and improve teaching and learning management and other job related skills in the light of changing education needs
- To ensure that all staff are valued and recognised as the school's most important resource
- To encourage staff satisfaction, personal achievement, individual and team effort, and thus provide for personal advancement within the school or outside it
- To maintain the school's commitment to 'Investors in People'
- To link with the Performance Management process
- To establish the School as a source of best practice in this area

3. **Aims:**

- To ensure all staff development activity is planned in the context of the school's vision, goals and SIP
- To enable financial resources for staff development to be effectively allocated annually and apportioned in accordance with school goal priorities and within the school budget
- To ensure staff development needs are determined by systematic strategic planning linked to regular personal reviews of all staff
- To define how line managers are responsible for appropriate development for the staff within their team
- To ensure accurate and up-to-date individual and school based records of staff development activities are kept on a database and can be accessed at any time

4. **Policy:**

Needs Identification:

The major routes for identifying staff development needs are:

- The SIP
- Line Managers
- Performance Management
- Individual Training Plans

Staff Development – Roles and Responsibilities:

Line Managers Responsibilities

Line Managers have an important role in the development of all staff accountable to them. Important features of that role are:

- To motivate their team members towards self-development, and the self awareness of their own developmental needs
- To help the team members visualise their path of development in manageable steps
- To incorporate staff development strategies as a day to day part of their normal management method
- Identifying staff development needs arising from their area of the SIP
- Arranging for appropriate staff training/development in the light of the previous item
- Monitoring the effectiveness of such training
- Ensuring that the benefits of the training received by members of staff are shared by other members of staff through procedures such as cascading
- Monitoring the implementation of changes arising from planned development to ensure that development is effective and sustained
- Ensuring that any team meetings for which they are responsible are planned with possible staff development in mind
- Ensuring that roles within the area of responsibility are reviewed regularly (preferably on an annual basis) with a view to furthering staff development
- Ensuring that new supply staff working in their area are given adequate support

Induction of New Staff

The successful induction of new staff into the school is an important factor in the effectiveness of those staff in their new jobs and in supporting the wellbeing of those staff in a potentially stressful situation. All new staff are entitled to the following:

- An information pack to include a copy of the staff handbook, any relevant faculty and pastoral handbooks, a planner and any other information deemed appropriate
- More frequent meetings with their mentor for an appropriate period of time
- Support sessions with the Deputy Head (Staff Development) as appropriate

Induction of Existing Staff into new roles

In many ways existing staff taking on new roles within the school need support of the kind required by new staff entering the school. The following strategies should be considered:

- A change of Line Manager

- Additional time allocation
- Joint identification of short/medium and longer term aims
- More frequent mentoring sessions in which the possibility of appropriate training is considered
- Identification of best practitioners in key areas
- The shadowing of a member of staff, possibly in another school, with responsibilities similar to those that have just been assumed

Induction of Newly Qualified Teachers

Clearly the support mentioned above for teachers new to the school is essential for newly qualified teachers but their special circumstances call for additional support. This should include:

- Time support such as a reduced timetable and/or protected free periods
- The right to attend LA organised ISNET for newly qualified teachers
- Timetabled sessions with an identified mentor, for their first year of teaching (and beyond)
- Joint identification of short/medium and longer term aims
- Identification of best practitioners in key areas
- Adherence to the LA guidelines on supporting the NQTs which includes:
 - Weekly sessions with the Deputy Head (Staff Development) in the company of any other newly qualified teachers in the school, where school issues of mutual concern are considered
 - Opportunities, at least twice a term, for their lessons to be observed by their mentor/line manager and for them to observe lessons being taught by other staff

Teachers in their 2nd and 3rd year of teaching

Will be supported through the school line management structure.

Support Staff

Inclusive opportunities are available for all support staff. These are identified by both information and formal routes. A voluntary Performance Review with the Line Manager is offered on a yearly basis.

Supply Staff

To ensure continuity of teaching it is essential that our supply staff receive appropriate information and support.

INSET DAYS

The content of the School Inset Days will be determined by the SIP, SLT, and LA. The plan will be published to staff, Governors and the LA before the start of the academic year.

5. Relationship to other Policies:

Equal Opportunities Policy, Curriculum Policy, Performance Management Policy, Recruitment Policy.

6. Monitoring, Review and Evaluation:

The monitoring of the implementation of this policy will be the remit of:

- Link Governors
- The Governor Student & Personnel Committee
- The SLT

Adopted by Full Governing Body on: 27.02.08

Review Date: 2010