

# SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

## STAFF DEVELOPMENT POLICY

Mission Statement: We deliver high quality teaching and learning in an environment that meets the needs of our students so that all achieve and enjoy.

### 1. AIM

**To develop high quality staff committed to the objective of improving learning for all, each of who accepts responsibility for his/her own professional development.**

### 2. PRINCIPLES

We recognise that certain principles underpin that aim, as follows.

#### High Quality Staff Development:-

- Is organised within a learning community.
- Is guided by leaders who emphasise improvement.
- Is supported by adequate resources.
- Uses student and other data to identify needs.
- Emphasises research.
- Emphasises collaboration.
- Engenders a sense of belonging and a sense of success.
- Reduces anxiety about asking for help.

### 3. PRACTICE

#### 3.1 Initial Teacher Training

We ensure the provision of a support structure for Beginning Teachers (BTs) which develops the trainee whilst utilising her/his enthusiasm and recent knowledge for the benefit of the students of the school. The school has a designated ITT professional co-ordinating tutor

Each BT has an ITT mentor who is responsible for organising weekly mentoring meetings with the Beginning Teacher and for day to day monitoring and lesson observation. It is the BT's own responsibility to record meetings and other evidence for her/his professional portfolio based on the Teacher Status standards as required by the Department for Education (DfE). This will lead to the Career Entry Profile (CEP), which is no longer statutory but which is recommended.

#### 3.2 Newly Qualified Teachers (NQTs)

We ensure the maintenance of a structure to support and develop Newly Qualified Teachers (NQTs) during their period of induction. The induction period will combine an individualised programme of monitoring and support, which provides opportunities for NQTs to develop further their knowledge and skills, with an assessment of their performance based on the Induction Standards. In order to complete the induction period satisfactorily, all NQTs will need to demonstrate that they have met all of Teacher Standards.

**NB** The Headteacher and appropriate body (which the school appoints as appropriate from an approved list) are together responsible for the supervision and training of NQTs. The associated tasks may be delegated.

#### 3.3 All staff new to the school (Teaching and Non-Teaching)

We ensure the provision of an induction programme for all new members of staff, to provide both practical support and professional development for members of staff who are new to the school. The basic principles of this are repeated at the beginning of each academic year for all existing staff, as a refresher course and are stored for reference on the staff intranet.

#### 3.4 Supply Staff

New supply staff will be issued with an abridged version of the Staff Handbook; this covers such items as times, staff, school rules. The senior member of staff responsible for day to day matters will advise supply staff of lessons to be covered and the location of classrooms. The appropriate Head of Department will advise about class lists, teaching materials and content.

### **3.5 Classroom Teachers**

Any new member of the teaching staff will be mentored/coached by his/her immediate line manager. Monitoring of lesson preparation, delivery and marking will take place on a regular basis by means of meetings and lesson observations.

### **3.6 Middle Leadership Post Holders**

The member of the Senior Leadership Group (SLG) with line management responsibility for the newly appointed middle leader (including those with non-teaching responsibilities) will hold an initial target setting meeting which will also address any support which is likely to be necessary. Thereafter, regular review meetings should take place, approximately once a term, during the first year of the appointment. These meetings will address progress with targets, the setting of revised targets and the need for any further support. Additionally, many informal meetings will take place as part of the ongoing assessment of progress and support. An informal buddy will usually be set up.

### **3.7 Senior Leadership Group**

The Headteacher will hold an initial target setting meeting which will also address any support which is likely to be necessary. Thereafter, regular review meetings should take place, approximately once a term, during the first year of the appointment. These meetings will address progress with targets, the setting of revised targets and the need for any further support. Additionally, many informal meetings will take place as part of the ongoing assessment of progress and support.

**NB** Headteacher induction is a more detailed process, which will be covered as the need arises.

## **4. Continuing Professional Development**

All requests for externally provided CPD must be accompanied by a form signed by:

- the curriculum leader (to confirm that the CPD relates to Appraisal),
- by the senior leader responsible for day to day (re diary),
- and finally by the CPD co-ordinator (re CPD budget allocations).

All CPD is followed up with evaluation and dissemination as appropriate.

A weekly in house programme is provided and reviewed each year. CPD activities will be considered in priority of minimising disruption on teaching and learning in school.

## **5. Appraisal**

The statutory Appraisal requirements are fulfilled via a whole day set aside for review and planning meetings for teaching staff, with interim meetings. For key positions in non-teaching staff, at least one review meeting is held per year. The objectives and CPD requirements, as well suggested evidence with provisional dates, are logged.

## **Appendix 1 Planning your Development**

You may wish to reflect on:

- The values you hold in your role
- The parts of your job in which you excel
- Particular contributions that you have made to the school
- An important initiative that you have led or participated in recently
- Aspects of your work that prevent you from achieving your goals
- The main challenge in your professional role
- The parts of your present role that you wish to develop
- The skills and qualities that you have, but are not fully utilised
- The skills and qualities that you need to develop
- The sort of support that would enable you to make more of your role

## **Appendix 2 In House Development Activities:**

(This list is not all-inclusive)

### **Observing good practitioners**

- Observing others in the same role.
- Watching a colleague make a presentation
- Observing a visiting expert
- Shadowing a colleague
- Visiting and seeing other schools in action taking part in developing a learning community
- Observing and working with an artist in residence

## **Extending Professional Experience**

- Leading and contributing to school-based INSET
- Rotation of roles/jobs
- Developing own professional profile
- Coordinating/managing an area
- Assuming the role of leader for a special initiative in school
- Carrying out action research in the school
- Contributing to a professional publication
- Gaining experience of interviewing
- Acting as a performance reviewer
- Being reviewed
- Serving as a governor
- Serving on professional committees/working parties
- Becoming a union representative
- Leading/supervising others who work in the school
- Working on extra-curricular activities
- Taking part in school conferences
- Working with other professional such as education psychologists
- Working with an exam board or other agency involved with the school
- Networking or sharing with a group of colleagues from another school
- Learning through practice with others (i.e. Team Working)
- Counselling parents
- Peer monitoring
- Organising a display in collaboration with colleagues

## **Working with Students**

- Taking responsibility for a group of students on an off-site visit
- Developing skills across a wide age and ability range
- Working with students on school councils
- Working with students to present an assembly, play, musical performance or other event
- Working with students preparing a school year book
- Collaborating with peripatetic staff
- Mentoring students

## **Taking time to evaluate your own practice**

- Inviting your peers to observe you
- Getting feedback from students
- Analysing your work
- Integrating the use of ICT and on-line information into your work
- Using e-mail/video conferencing in your work
- Negotiating targets and evaluating work alongside students or staff

Amended and approved – April 2015