

Term of policy: Every 3 years
Approved by: Board of Trustees
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Introduction

This policy replaces any previous policy and follows the DfE regulations. In line with the college's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of college life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

The policy will follow the five principles of the Children's Plan:

- to support parents and families
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students avoid the possibility of failure

This policy is based upon the College's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the College community.

Foreword

This policy is formulated by the **Assistant Headteacher for Assessment and Performance, who is also the budget holder for External PD**, with input from the **Deputy Headteacher for Teaching and Learning** and in consultation with the **Initial Teacher Training Coordinator**. The policy is subject to approval by the Governors of the College.

Rooks Heath College is committed to effective PD for its entire staff in order to maintain improvement in the quality of education provided. We aim to update the professional skills of the workforce, working towards personalised career development paths for all.

The Professional Development Policy has been formulated to sit within the College's improvement plan and reflects the Government's recommended policy.

PD entitlements at Rooks Heath College

Professional learning and development are an entitlement and responsibility for all staff. It is an important way of supporting and recognising expertise.

All staff are entitled to Performance Appraisal, (teaching staff through the statutory scheme and coordinated by the Assistant Headteacher for Assessment and Performance, and Associate staff through / coordinated by the Director of Business).

The Appraisal cycle for teachers:

September – A Review of objective targets is undertaken with the Appraiser (met/not met/partially met). The review is documented (on a standard form) and recorded centrally with evidence in a consultation meeting, and lesson observation where appropriate, to gather evidence, plus new objective targets set for the coming year. Review judgements are made in accordance with the Teachers' standards at three levels – Main Scale, Upper Pay Rate and Leadership scale. Dedicated PD Time is set aside to accomplish this.

Three targets must be set in line with job specification to include:

- (i) **Student Progress Target** - To maximise student outcomes, towards achieving at or above the grades which have been set using national expectations of progress or using departmental levels of progress.
- (ii) **Teaching, Learning & Assessment Target** – individual or departmental or whole school key area to develop in line with job specification.
- (iii) **Professional Development Target** - individual or departmental or whole school key area to develop in line with job specification.

Both January and June – Interim Reviews of progress made towards objective targets set with Appraiser with evidence, including any amendments and/or additions for objective targets made. Dedicated PD Time is set aside to accomplish this.

The Appraisal cycle for Associate Staff:

- September - Review of objectives targets with evidence in consultation with Appraiser and documented and recorded centrally, plus new objective targets set for the coming year in line with job description and training needs.

NQTs at Rooks Heath College are entitled to:

- Induction
- Reduced teaching time
- Support from the NQT Induction Tutor
- College based induction programme, including attendance at LA central training programme
- Support from the Head of Department
- Support from a designated Mentor
- Termly observations, feedback and assessment as required in order to reach Induction Standards at the end of the first year of teaching.
- Some subjects also have Advisory teacher input available

Other teaching staff are also entitled to:

- Induction
- Mentors
- Training bursaries where applicable
- Pre-threshold UPR support
- Consideration of training plans set out in performance appraisal review statements
- Regular meetings with a line manager for support, advice, guidance and observation opportunities.

Learning Support staff are entitled to:

- Induction
- Attendance at National Induction programmes
- Mentors and A 'Buddy' for mutual support and observation opportunities
- Consideration of training plans set out in performance appraisal review statements

Associate Staff are entitled to:

- Induction
- Role specific training, including health and safety

- Consideration of training plans set out in performance appraisal review statements
- Regular meetings with a line manager for support, advice, guidance.

PD Resources/Budget

The PD budget for external course bookings is managed by the Assistant Headteacher for Assessment and Performance. Up to date records for this are kept.

PD resources will be identified as part of the College's CIP/budget planning process.

Such Resources will be allocated to identified priorities determined through:

- The College's 1-year strategic plan for improvement
- The College's 3-year strategic plans,
- Needs arising from the Performance Appraisal cycle,
- Government initiatives
- Introduction of New GCSE courses
- Examination board feedback
- Health and Safety certification (Technicians/Mini-bus/First Aid)

PD programmes (Internal and External)

Individual and whole College PD programmes are informed by:

- The College improvement priorities
- Departmental improvement plans
- National Strategies and associated training programmes
- Performance Appraisal objectives and training plans, including personal and career development

The internal PD programme is managed by the Deputy Head for Teaching & Learning (Teaching staff) and the Director of Business (Associate staff). A programme of internal PD will be published at regular intervals by the Deputy Head for Teaching & Learning. PD will often be led by an experienced member of existing staff and will comprise:

- Core sessions for all staff (eg: Themed PD days)
- Optional courses to attend and sign up for (eg: EAL teaching strategies)
- Required courses to attend (eg: Off-site activities training)

Formal evaluation of PD resourced by the College:

Evaluation of the range of PD activities will inform future PD planning in the College. Staff are required to provide feedback following every PD activity undertaken.

The External PD budget is summarised and evaluated for value for money and impact, and this is determined through feedback from staff and reported to the Head Teacher and Governors. All internal PD is evaluated by the Teaching and Learning Team.

- Feedback forms whereby staff are required to report on external courses to The Performance and Assessment Assistant Headteacher regarding the value of any inset undertaken and to make recommendations as to useful dissemination audiences.
- Feedback on internal courses and sessions are reported to the Senior Leadership Team, Head Teacher and Governors.
- Staff being required to undertake and to deliver relevant and useful materials and ideas through dissemination to relevant colleagues.
- Staff are required to record their own PD sessions undertaken and Performance Appraisal targets on the College's internal recording system.

APPENDIX 1

PD activities

Traditional professional development falls into THREE categories:

- 1. Maintenance courses to support the day to day skills which need to be updated. For example:**
 - Safety training
 - Attending Examination Board sessions
 - Canvas training
- 2. Planned PD designed to make a difference.** This is achieved through regular planned/targeted PD which includes both compulsory and optional sessions/activities.
Eg: safeguarding
- 3. Self-generated professional development activities which include:**
 - Teaching yourself IT skills
 - Designing and conducting class-room based research activities
 - Undertaking OU or adult education courses (Diplomas, Master degrees NPQH) – self funded due to budget restrictions, but supported with study /exam leave
 - Staff governor
 - Membership of Governing Body as a parent or LA governor

PD activities include:

- Team teaching with other colleagues
- Observing other colleagues teaching

- Sharing teaching approaches with teachers from other schools
- Developing resources and projects with colleagues
- Collaborative planning, evaluation, preparation of schemes of work,
- Discussions at phase/year group/departmental meetings
- Membership on College working parties
- Working with a mentor or coach
- Acting in positions of responsibility for absent colleagues
- Supporting trainees as part of Initial Teacher Training programmes
- Supporting and Mentoring NQTs
- Developing or introducing new initiatives at whole school or departmental level
- Taking team leadership responsibility
- Chairing meetings
- Leading or contributing to inset for colleagues
- Shadowing and job rotation
- Contributing to educational journals
- Reading educational journals
- Acting as external examiner or moderator
- Participating in online learning opportunities and membership of social media network
- Attending PiXL meetings

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