



Wibsey Primary School

Policy for Staff Development

Rationale

The provision of staff development is the most effective method of ensuring that staff are fully prepared to meet the demands of their posts. It is available to all staff based on a careful assessment of their individual needs (identified in their Performance Management targets) and the needs of the school (identified in the School Development and Improvement Plans). Wibsey Primary School to the development of its entire staff.

Aims

- To raise the quality of professional knowledge, skills and understanding and, ultimately, the quality of teaching and learning.
- To give all staff equal access to development opportunities.
- To ensure that the knowledge, skills and understanding of staff meets the needs of the school as identified in the School Development and Improvement Plans.
- To enable staff to develop professionally.
- To raise awareness to external changes and provide opportunities for staff to adopt them.
- To maximise the use of staff.

Objectives

- To use the existing expertise, specialism and experience within the staff.
- To use outside agencies when appropriate – fully utilise the opportunities available through any grants.
- To recognise the training needs of the school.
- To consider personal professional development and enable staff to meet their individual objectives as set out in their performance management review.
- To recognise statutory training requirements determined by new initiatives and renewal.

Key roles and responsibilities

- The CPD Coordinator is responsible for overseeing the administration of CPD and training at a strategic level and for liaising with the Headteacher and Governing Body to report on the provision and impact of CPD.
- Phase Leaders and subject co-ordinators are responsible for identifying training needs across their Phases and subject areas.
- Members of staff are responsible for identifying their own training needs in response to their own practice.

Identifying needs

- **Individual** – these should be identified as part of the performance management process, and by the member of staff in response to their own practice. Individuals should also consider their longer term career aspirations and identify needs arising from these.
- **Phase** – these should be identified by Phase Leaders and reported to the CPD Coordinator.
- **Organisational** – these may arise as the result of new legislation and policies, or as part of the wider school improvement plan (SIP). They should be considered by the Governing Body and Headteacher and factored into long term strategic planning.

Organisation

- CPD provision will allow staff to develop skills and competencies progressively with reference to Teachers' Standards, Leadership Programmes and competency descriptions for Teaching Assistants, High Level Teaching Assistants, School Business Managers etc.
- Quality assurance mechanisms will ensure that provision is of a consistently high standard.
- To ensure that there are effective links to school improvement and self-evaluation the CPD Coordinator holds a senior responsibility within the school.
- CPD will provide value for money
- Effective evaluation and monitoring of CPD will inform the quality of CPD.

Training requirements will be met in the following ways:-

- i) School based provision (including 5 training days).
- ii) Courses provided by outside agencies.
- iii) Private training.
- iv) Outside agencies providing expertise to lead staff meetings.
- v) Use of existing staff expertise.
- vi) Dissemination of information from course participants to full staff/appropriate staff.
- vii) School based work through accessing an external consultant / advisor
- viii) Wider school partnerships.
- ix) Research opportunities.
- x) Coaching and mentoring.

Training will be provided using a reasonable balance of the following criteria:-

- i) Statutory priorities.
- ii) School priorities.
- iii) Personal priorities.
- iv) Financial constraints.
- v) Staffing constraints.

Leadership and Management of CPD

- The CPD Coordinator will discuss with the Headteacher, SMLT and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs.
- CPD issues will be addressed at Governing Body meetings and will be included as part of the Headteacher and Phase Leader's reports.

- There are robust, transparent arrangements for accessing CPD that is known to all staff.
- Performance Management provides an opportunity for annual discussions between staff and a Senior Member of Staff (the Headteacher, Deputy Headteacher, Assistant Headteacher or Phase Leader) to discuss the following within the context of school priorities:
 - Needs and aspirations.
 - Methods of accessing CPD provision and funding.
 - Accreditation opportunities.
 - Ways of disseminating training.

Evaluation of CPD activities

- In order to ensure that training activities are efficacious to staff and pupils, CPD activities will be evaluated on an individual, Phase, subject and whole school basis.
- Evaluations will measure the following:
 - Pupil and school attainment
 - Improved teaching and learning.
 - Increased pupil understanding and enthusiasm.
 - Increased staff confidence.
 - Recruitment, retention and career progression/promotable staff.
- Evaluations will take place with the following frequency:
 - Staff members will evaluate individual CPD and training activities as they undertake them.
 - Staff members are responsible for disseminating relevant professional development to the school community.
 - The CPD Coordinator will evaluate whole school CPD and training annually.

Agreed by Governors	Full Governors	
	Finance and General Purposes	X
Date:	Teaching and Learning	
Chair of Committee	Dominic Whowell	
Written	April 2016	
Review	April 2019	