



# **Staff Development Policy**

## **St Anne's Fulshaw CE Primary School** **Staff Development Policy**

At St. Anne's Fulshaw CE Primary School, we support the development of staff and improvements in the quality of teaching and leadership through a process of continual professional development and support.

As a staff we work as a team using and combining our own individual strengths to develop the strengths of the whole. In this way we can offer each other support in an atmosphere of mutual understanding of the demands placed upon us. Through this document "staff" means all staff, both teaching and non-teaching unless otherwise stated.

### **Aims**

Through a process of staff development (appraisal, performance management and training) we aim to:-

- motivate and enable staff to develop expertise in their respective roles
- maximise the contribution of staff towards improving the quality of education provided and the standards and targets achieved
- ensure that constructive working relationships are formed between staff, pupils, governors, parents and parish
- increase job satisfaction and encourage staff to progress professionally both within and outside our organisation
- enable staff to plan, allocate, support and evaluate work undertaken by groups, teams and individuals and to monitor and improve its effectiveness
- implement and sustain effective systems of management of staff performance, incorporating objectives and targets for teachers, which will include targets relating to pupils' achievements
- ensure that staff's professional duties are fulfilled as specified in their job descriptions and terms and conditions of service.

### **Planning**

At St. Anne's Fulshaw we have a written plan which sets out the school's goals and targets each year. The plan is our Strategic School Development Plan (SSDP). Each year this plan drives school development, however, the plan has the flexibility to adapt to changing circumstances and initiatives.

### **Training and Development**

#### **Identifying Training Needs**

Using the SSDP as a guide, school leaders consider the training and resources needed to fulfil this plan. Areas of training are highlighted and are the main consideration when looking at individual staff member's further development. School priorities for the year are given time, resourcing and financial support. If in the development of these priorities school leaders and staff feel that training is necessary, then any training for the relevant members of staff will be supported. This is a two way process. There are times when staff will approach school leaders and at other times leaders will approach a member of staff regarding training courses. The training process, however, is directly linked to the SSDP training needs which coincide with the school's needs and the needs of the individual, as outlined in the appraisal process.

Personal development interviews between the Headteacher and staff members take place three times a year. It is at this point that the balance between individual needs and school needs are addressed and subsequently a plan is designed agreed by both parties.

### **Training and Development Budget**

Bearing in mind any financial constraints the plans for support and training are incorporated into the overall budget plan and SSDP. In the event of budget resources not being available, then staff may put together a priority list of their needs and submit this to the Headteacher. The Headteacher would consider all of these bids and explain to staff the outcome of the decision making.

### **Training Provision**

When training and development needs have been identified and agreed then:-

- Time, resources and funding are made available.
- A list of staff meetings and INSET days are set.
- Specific time limited targets are set.
- Non-contact time is arranged and supply cover organised.

### **Induction**

To enable a new member of staff to settle in to the routine at St. Anne's Fulshaw as smoothly and easily as possible, an induction process has been developed. The school handbook contains all the information that any new member of staff would need to know about the school.

Visiting students also have access to this programme.

The Headteacher is responsible for ensuring the effective induction of new employees.

### **The Induction Process**

All new employees...

- discuss their job description, including the relevant standards and employment details with the Headteacher
- are given a mentor, if appropriate
- are given a handbook
- spend a number of days working alongside a member of staff prior to their employment commencing (if possible)
- are shown around the school building and grounds
- are observed carrying out their job by the Head or mentor and have an opportunity to discuss the outcome.

### **Management Role**

It is the duty of the Headteacher to ensure that appraisal is carried out according to the school's agreed policy. The interviews (both initial and review) should be agreed with staff and organised by the Headteacher, as follows:

- Arrange dates, time and place
- Arrange supply cover for teaching staff if the meetings take place during the working day

- Carry out initial interviews and review interviews
- Arrange lesson observations as part of the appraisal process and ensure appropriate feedback is provided
- Write up reports of interviews and share with individual staff members (for teaching and non-teaching staff)
- Assist and advise staff on how to achieve objectives and targets

See Performance Appraisal Policy for further clarification.

### **Courses and Training**

All staff have a right and an entitlement to training and professional development. Details of all courses are made available to staff. It is the job of the Headteacher to analyse and prioritise training needs and opportunities in relation to the SSDP and appraisal targets. It is also important that staff have access to appropriate training to support their “career path” which may range from N.Q.T. support to N.P.Q.H. and senior management roles.

All staff should be fully supported by highly effective, continuous professional development. This in turn should help to bring about improvements in teaching and learning and overall school development.

Effective professional development is dependent upon the partnership between Headteacher and governors for it is the governors who ultimately agree the budget and play an important role in the continued development of the school.

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