



**Dame Alice Owen's School
The Dame Alice Owen Foundation – 1613**

Staff Development Policy

Agreed by the Governing Body Personnel & Remuneration Committee
To be reviewed
(*reviewed every 2 years*)

May 2017
Summer 2019

To be monitored by the SLT and the Governing Body Personnel & Remuneration Committee

“Our primary aim is to work in partnership with students to ensure they achieve their full potential”

Principles, Values and Entitlements

1. Dame Alice Owen's School is a 'learning community' where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. Continuing Professional Development is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team, whole school and through wider networks.
2. The school believes that effective staff “should take ownership and give a high priority to professional development”. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. At Owen's Staff Development is co-ordinated by the Deputy Head – Teaching & Learning.
3. All those involved at Owen's will have an entitlement to high-quality induction and continuing support and development. All staff will have opportunities to discuss their professional needs through performance management and other professional dialogues.
4. The school's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills, particularly across the key areas identified in the appropriate Standards Frameworks.

Identifying CPD Needs

1. The Deputy Head –Teaching & Learning will be responsible for identifying the school's CPD needs and those of the school community that support and improve teaching and learning. Such needs will be identified largely through existing mechanisms such as Performance Management, School Self-Evaluation, the School Improvement Plan, national and local priorities, internal and external monitoring and feedback and through informal and formal

- discussions with individuals and teams. The outcomes of the needs analysis will be a CPD action plan which forms part of the School Improvement Plan.
2. CPD issues will be addressed at Governing Body meetings and be included as part of the Headteacher's report. The Deputy Head – Teaching & Learning will attend appropriate Governing Body meetings and, at least annually, present a report on the provision and impact of CPD.
 3. Requests for accessing CPD should be addressed to the Deputy Head – Teaching & Learning who will decide on the most effective means.
 4. The Deputy Head – Teaching & Learning will be responsible for communicating relevant opportunities to appropriate staff.
 5. The Deputy Head – Teaching & Learning will be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:
 - Student Teachers
 - Cover Supervisors
 - Schools Direct Training Programme
 - Newly Qualified Teachers
 - Other staff new to the school or role
 - Advanced Skills Teachers
 - Middle Leaders / Subject Leaders
 - Senior Leaders
 - Support staff
 6. As part of their role, Line Managers, Heads of Department and Heads of Key Stages and Specialists Leaders of Education will be responsible for encouraging and supporting the professional development of their staff. Equally it is the responsibility of individual staff to further themselves through professional dialogues, appropriate training and other professional development opportunities offered by the school.
 7. CPD for Governors is the remit of the Chair of Governors in consultation with the Head.

CPD Provision

1. The school will support a wide range of CPD approaches. These include:
 - initial training for new staff as well as provision of line managers, mentors and buddies
 - in-school training using the expertise available within the school (eg collaborative teaching, planning and assessment, working within a team, classroom observation, peer evaluation, focus groups, modelling, contributing to a training programme)
 - coaching and mentoring
 - job enrichment/enlargement (eg a higher level of responsibility, developmental roles, acting roles, co-opted roles, shadowing, leading meetings)
 - on-going dialogue and development of Teaching and Learning via briefing, the Teaching and Learning board, Teaching Tips, the Teaching and Learning Newsletter and peer observation
 - up-to date ideas / resources through the Teaching and Learning Forum
 - the expertise of the Specialist Leaders of Education team to promote good learning and teaching
 - attendance at an appropriate course or conference and in particular, appropriate courses, shadowing and training programmes run by our Teaching Alliance.
 - school visits nationally and internationally to observe or participate in good and successful practice

- postgraduate professional development and other qualifications from higher educational institutions as well as other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants and other nationally recognised training programmes
- research opportunities
- distance learning (eg relevant resources such as educational journals and publications, training videos, e-learning, reflection); and
- external partnerships (eg informal and formal partnerships with other institutions).

Evaluating Impact and Disseminating Good Practice

1. Following professional development opportunities, the participant will complete a feedback form for the Deputy Head – Teaching & Learning indicating how he/she will disseminate the information / training to other staff.
2. The Deputy Head – Teaching & Learning will be responsible for monitoring and evaluating the impact of CPD at Owen's. This will be undertaken at a variety of levels including immediate evaluation by participants, longer term follow up for a sample of CPD undertaken and / or informal discussion with colleagues about improved practice.
3. Annually the Deputy Head – Teaching & Learning will provide a report to the Governing Body on the benefits of the CPD undertaken and future needs.

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