



LONGHILL

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HIGH SCHOOL

## Teaching Staff Development Policy

Lead Author:	Rachel Congreve, Deputy Headteacher
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## **Introduction**

At Longhill High School, we believe that it is essential to support and develop all teaching and non-teaching staff so that they can fulfil their individual and corporate professional roles. Every member of staff is entitled to, and therefore should have access to, Continuous Professional Development (CPD).

We believe that investment in all members of staff, through access to quality CPD, is a crucial to achieving the school's priorities and will have a positive impact upon student and staff wellbeing and progress.

We also believe that the higher levels of professional expertise resulting from a culture that values CPD will benefit staff by increasing levels of confidence, motivation and satisfaction, enabling all staff to pursue rewarding careers. It will also help in the recruitment and retention of staff, as well as aiding staff to prepare for changes of role and promotions.

## **Provision**

At Longhill School, we believe that worthwhile Continuous Professional Development should fundamentally support staff wellbeing and not add to a member of staff's workload. This means, for example, training of teachers has an outcome where teachers have applied the new knowledge/ strategy to create resources or given feedback on students' work which enables them to see the benefits of the training.

Further, all training should:

- be informative and thought provoking
- be motivating, even inspirational
- provide additional ideas/strategies to effectively fulfil professional duties
- build on and extend existing expertise
- inspire confidence
- engender professional pride
- lead to higher standards of teaching and learning

Continuous Professional Development (CPD) is not simply attending externally organised courses. Activities that contribute towards CPD may also include:

- service on school strategic development and other working groups
- peer observation
- coaching
- mentoring
- developmental and collaborative work in departments
- involvement in NQT or Induction programmes
- school based research assignments
- shadowing
- participation in INSET days
- participation in after school or twilight training sessions
- moderation of students' work
- visiting other schools

Continuous Professional Development is a two-way process: We believe that being involved in the delivery of internal CPD programmes is just as worthwhile and *developmental* as being a recipient, we therefore, for example, have teaching staff ranging from NQTs to staff on the Upper pay scale undertaking action research in order to share their findings with the rest of the staff.

### **Bespoke Training**

Where relevant, training will be as bespoke as possible and will reflect the development needs of each individual and the school's priorities. Some of this bespoke training includes:

#### Leadership Training

Middle Leaders and Team Leaders have a fundamental role in delivering CPD as they are the driving forces for the areas they are responsible for. Middle Leaders, for example are responsible for teaching and learning and as such, they will receive leadership training in addition to training which links to the teacher standards. Likewise, senior leaders will also receive leadership training which they will often cascade to those Middle and Team Leaders (which they line manage) through mentoring, coaching and modelling.

#### Induction

An induction programme is offered to all new staff in order to aid them fulfilling their professional roles. All new staff at Longhill School will be given the following:

- a tour of the school.
- introductions to the Head, SMT and Administration Team.
- An induction pack / guide.
- access to a 'contact' who will be help answer questions and address queries.
- Health & Safety training
- Child protection and e-safety training.

#### Newly Qualified Teachers

Longhill School's NQT induction framework is based on the national framework to support them in achieving the core standards by the end of their first year.

The NQT co-ordinator will work closely with the mentors of NQTs to ensure they have access to the training and support they need to achieve the core standards.

All newly qualified teachers will have structured support and training. This support in school will include regular, timetabled mentor sessions with their subject mentor, a full programme of training sessions, access to coaching, opportunities for peer observation, in addition to lesson observation-feedback from mentors, other subject specialists and senior colleagues as appropriate. Where this support is still insufficient to enable the NQT to achieve the standards, the NQT co-ordinator will draw in additional support from the Local Authority and follow the procedures if at risk of not succeeding in achieving those standards.

### **The Appraisal Process and CPD**

The appraisal process is an integral part of staff development. It is a positive process, which will support staff with identifying their training needs in relation to the appraisal targets set.