

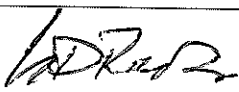

Brynlliwarch Hall School



STAFF DEVELOPMENT POLICY

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Dated:	19 th April 2016	
Date of Review:	April 2019	

Introduction

At Brynlllywarch we are committed to developing all staff to the highest possible standard, taking into account their strengths, needs and interests; selecting appropriate courses to meet individual requirements, whilst linking these courses and training to identified priorities within the School Improvement Plan (SIP).

This policy document sets out the school's aims and philosophy for whole school staff development.

The term "whole school staff" at Brynlllywarch refers to all members of staff: Teachers, Teaching Assistants (TAs) and other relevant persons, for example, caretakers etc. All staff are important in order to create a multidisciplinary approach to teaching and learning. With this in mind the school's Senior Leadership and Management Team (SLMT) is committed to supporting all staff to achieve the highest possible standards in their work.

The strengths, needs and interests of staff will be identified and where possible these will be linked through annual performance management to individual training needs and also to the priorities identified in the SIP.

The SLMT will work to ensure that both individual and whole school needs are met through training and also to ensure that all training has a direct influence upon classroom practice and raising standards.

Aim of Whole School Staff Development

At Brynlllywarch we are committed to developing all staff to their full potential to enable all pupils to gain the maximum benefit from a wide range of learning and social experiences.

Objectives

- To identify both the individual and collective training needs of all staff within the context of the SIP.
- To develop and enhance the skills, knowledge and expertise of all staff.
- To analyse and set priorities for training, taking into account available resources.
- To establish a cost-effective training and development programme.
- To encourage staff to plan their own professional development and to promote a whole school culture that encourages colleagues to support one another.
- To provide an effective system of support for those newly appointed to our school and for those with new responsibilities.

- To establish and maintain a monitoring system to ensure that all training has an impact on pupils' learning.
- To establish an annual review of staff development within our school.

The Structure

This staff development policy has been developed through consultation with staff and the Governing Body. All staff will be involved in identifying their individual training needs as part of their performance management along with whole school needs as identified within the SIP.

Roles and Responsibilities

All staff have a responsibility for their own professional development and they are encouraged to participate in the creation of an effective staff development programme.

We believe that whole school staff development is an important aspect in the process of school improvement. The Headteacher has overall responsibility for staff development; members of the SLMT will work alongside him to develop an effective staff development and training programme. Staff development may be delivered:-

- By other school staff or visiting speakers during staff meetings and INSET days;
- As training offered by the local authority, examination boards or other training bodies
- As induction, which relates to new staff to our school and those taking on new responsibilities.

At Brynllwarch the Headteacher assumes overall responsibility for continuing professional development across the school.

Communication

All staff are made aware of staff development issues through our well-established communication systems. These include:

- staff development on the agenda of staff meetings and teacher workshops;
- course/training evaluations;
- long term evaluation/monitoring procedures;
- practical feedback from course at staff meetings/teacher workshops.

Resources

Finance

Finance for the professional development of staff is allocated on an annual basis through the EIG (Education Improvement Grant).

The headteacher monitors the expenditure of staff training budget.

The Staff Development Programme

Identification of Training Needs

The successful identification of training needs is crucial to the success of our staff development programme. This is closely linked with the school's arrangements for Performance Management. **Refer to Performance Management Policy for further details.**

All training will be directly linked to priorities identified within the SIP and where possible those identified by individual members of staff. However, our training will also take account of:

- new teachers, teachers with new responsibilities;
- curriculum evaluation and monitoring;
- national and local initiatives.
- SEN updates

Our training will also reflect our aim for staff development, that is:

- to enhance effective learning and social experiences for all pupils;
- to develop all pupils to their full potential.

Training needs, both individual and collective will be identified in a number of ways:

- individual requests for specific training;
- advisory visits/inspection;
- careers needs: aspirations about future development;
- through the school improvement planning process;
- induction of new staff.

Staff Development and the SIP

The process of developing our SIP will involve consultation with staff and governors. It will outline various detailed strategies for the future development of our school. The planning of staff training and development will be an integral part of the staff development cycle and will be consistent with the curriculum and developmental needs of the staff.

Staff development will support our school aims by linking closely with the identified areas within the SIP. Initiatives stated in the SIP may give rise to training needs and will take into account which staff will need support, how much they require and when they require it.

However, some staff training may not be detailed in the SIP due to external, non-planned circumstances such as new initiatives from the Welsh Government. This training is usually centrally funded and does not have an impact on the school budgets.

<https://www.daqw.org.uk>

It is essential that the above are linked closely with our school's budget plan.

Establishing Priorities

Once training needs have been identified then the information collected will be analysed so that priorities can be established. This analysis will be undertaken by SLMT and the criteria for analysing the needs will include:

- priorities identified within the SIP;
- individual training requests;
- Brynllwarch' responses to national and local initiatives;
- resource availability: time, finance and people;
- overriding priority to develop better teaching and learning experiences for all our pupils.

Dissemination Procedures

Immediately following a training event staff will be required to complete a LA course evaluation form; a copy of which staff need to keep in their Professional Development Profiles. Dissemination from courses will include:

- reporting back at staff meetings (where appropriate);
- workshop sessions;
- working with colleagues in their classrooms;
- follow-up training.

Monitoring and Evaluation

Monitoring is the process of gathering evidence to establish what is happening while evaluation is the process of establishing whether the training has met the objectives and whether the objectives were correct in the first place. Monitoring and evaluating training provision will include the following people:

- course participant
- SLMT
- Subject Leader
- external evaluation by School Improvement Officers, Advisory Teachers and Inspectors.

In addition to course evaluation forms, evaluation at Brynllwarch will also include one or more of the following:

- dissemination at staff meetings and teacher workshops;
- documentation: courses which relate to policies and schemes of work should have an impact upon teachers' documentation;
- observation: this represents the long term evaluation of practical outcomes. The purpose is to assess the impact of newly acquired skills/knowledge in learning and social contexts. The most significant observation will be undertaken by the participants themselves, but they may wish to invite a colleague, or a member of the SLMT to provide an independent point of view.

We believe that the impact of training will be manifested in a number of ways:

- an extension of the range of methods used with pupils;
- enhanced curriculum delivery;
- an extension to the range of approaches to assessing pupils' needs and achievement;
- ability to transfer skills;
- development of good classroom/social organisation and management;
- enhanced professional self confidence and willingness to try new approaches and to share skills, knowledge and expertise.