



Staff Development Policy

Resources Committee: 12 February 2014

STAFF DEVELOPMENT POLICY

POLICY STATEMENT:

The approach to staff development is based upon respecting and valuing all staff members and the contribution they make to the school. It aims to provide support and encouragement at all times, to enable staff to cope with the challenges of innovation and change.

Southwark Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff are required to have a full Disclosure and Barring Service check before their appointment is confirmed. Safeguarding is part of all staff induction and an inherent part of ongoing staff training and development. Full school safeguarding training takes place every three years and the Safeguarding Officer provides regular procedural updates to all staff.

AIMS:

Southwark Park School sees itself as a life-long learning organisation. We will provide an environment where all staff feel that both their professional and personal needs are taken into account and that they are valued. By highlighting the stated aims of the school, a sense of common purpose will be created that will benefit all staff members. All the activities that the staff share and undertake together (eg developing resources, mentoring, training, support teaching, management activities, etc) will foster a creative, cohesive staff working towards maximum pupil and professional achievement.

APPROACH:

Our approach to the development of staff will give appropriate recognition and praise for achievements and hard work. Through working together and sharing common targets and priorities, staff are encouraged to show appreciation of each other's skills and abilities. All staff working with others will employ an attitude and approach that is responsible and entirely professional. Such work will build on strengths, rather than dwell on weaknesses, thus developing confidence and self-esteem. Essentially, our approach is based upon mutual respect, consideration for others and appropriate confidentiality.

Our staff development plan will relate closely to our school improvement plan and identified performance management needs. Throughout, consultation is seen as a key element. The main forums for consultation are through:

- Staff meetings
- Performance management target setting
- Informal discussion

Regular evaluation and review are central features of our approach, where staff are encouraged to become reflective practitioners. All staff should consider ways by which learning and teaching can be improved, thus maintaining the school's ethos and working towards the school's policy of improvement. This is achieved by a variety of strategies:

- Performance management reviews
- Internal training and courses
- External training and courses
- Whole school in-service education and training (INSET) activities
- Induction

- Staff feeding back to their phase meetings after attending training.

Southwark Park has implemented a coaching and mentoring model in the school whereby individuals are coached by experienced practitioners and given opportunities to observe excellent teaching practice in order to improve their own teaching.

RESPONSIBILITIES:

It is the responsibility of the headteacher, supported particularly by the staff development leader, to ensure that the staff development activities outlined above are successfully implemented. It is also the responsibility of the SLT and all other team leaders to ensure that their team members are offered opportunities and experiences to develop their professional expertise. Members of the SLT and all team leaders must be proactive, supportive and sensitive whilst dealing with this area of work. As a matter of course, Southwark Park School as an institution sees no distinction between teaching and support staff. All employees of the school are seen unequivocally as colleagues and have an absolute and equal right to all aspects of staff development.

MONITORING, REVIEW AND EVALUATION:

It is crucial that this policy is kept active, thus it is essential that the staff development policy is monitored, reviewed and evaluated regularly. Reviews of staff development activities will feature on agendas for all phase meetings. Evaluation may take the form of review meetings, questionnaires, self-assessment activities as well as evidence gathered over an agreed monitoring period.

Consideration is also given to the effect of staff development policy on pupils within the classroom so that the school's improvement can be measured as a whole. A working model of monitoring, review and evaluation would be:

1. Regular review of staff development activities within scheduled Resources Committee meetings
2. Regular review of staff development activities for support staff by the SENCo and Headteacher
3. Regular review of staff development activities with scheduled teaching staff meetings
4. Reviews and updates to be communicated to the CPD Co-ordinator so that the SLT and Governing Body are kept fully informed
5. Staff development thus becomes a feature of the regular SLT meetings
6. The Chair of the Resources Committee regularly informs the Governing Body of the staff development activities within the school.

This model then assures accountability through: Governing Body → Resources Committee → Senior Leadership Team → Individual colleagues

RESOLUTION OF DIFFICULTIES:

It is hoped that the stated staff development aims of respecting colleagues' professional and personal needs will obviate most difficulties. However, in the event of difficulty the following resolution model will be adopted:

Individual difficulties will be discussed with team leaders. If resolution is not imminent, concerns will then be discussed with the staff development manager, who will discuss the issue(s) with the headteacher, who if necessary will seek guidance from the Resources Committee.