



Saint Joseph's
CATHOLIC SCHOOL

Staff Development Policy

Version 1.3 May 2021

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Success Criteria:

All staff will understand the importance of CPD and take responsibility for their own personal development.

Context/Aim:

St Joseph's is committed to the continuing professional development of teachers. The ongoing training and development on teaching staff will provide benefits for the school in terms of children's learning, developing teaching resources, teacher development and motivation and it is part of the on-going commitment to high performance focused on effective teaching and learning.

The teaching staff is the most important resource that the School has. The Governors recognise this and seek to promote an environment in which all staff are valued and receive proper recognition for their work and contribution to school life.

The Governors seek to offer training and support to staff, both collectively and individually, to enhance their professional development, to increase their sense of worth and to enrich the staffing resources of the School by improving performance and extending competence.

The Governors further recognise the need to support all members of staff with regard to their long-term career development.

The implementation of this policy will take account of the priorities identified in the School Development Plan and the principles underlying the Staffing and Pay Policy.

Monitoring Procedures:

By Whom:	When:	How:
Governors' Staffing Committee and Assistant Head with responsibility for CPD	Biennially	Staff 'Well-Being' questionnaires Staff CPD Surveys

Evaluation:

By Whom:	When:	How:
	Biennially	Staff 'Well-Being' questionnaires and yearly report by Assistant Head teacher

Revision History:

Version	Approved and Ratified	Review Date	Additional notes
V 1.3	May 2021	May 2023	-
V 1.2	January 2019	January 2021	-
V 1.1	January 2017	January 2019	-
V 1.0	December 2015	December 2016	New Policy

Vision Statement:

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has

a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's. We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate. We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

National Policies and guidance/courses referred to and incorporated into SJCS Policy:

Document/Course Title:	Document/Course Date:
Teaching Standards (DfE 2012)	-
Early Careers Framework (DfE 2019)	-
Induction for ECT – Statutory Guidance (DfE revised guidance 2021)	-

Other SJCS Policies that relate to this Policy:

ITT Policy
Staff Induction Policy
Pay Policy

Introduction to the Policy

The importance of the principle of staff development is recognised in the School Development Plan, the Appraisal Scheme and through the appointment of An Assistant Head with overall responsibility for INSET needs and the development of teaching staff.

A school is only as good as the teachers it has as it is good teaching that makes all the difference. Education has been changing rapidly in the last ten years and as such the face of CPD has also evolved; gone are the days of CPD meaning sitting in a conference room hearing an 'expert' who hasn't been in a classroom for years talking about successful strategies. What is sweeping the CPD landscape is a much more collaborative approach where teachers are doing it for themselves. A truly personalised programme is needed as no two teachers are the same and as such an approach needs to be taken where teachers can take control over their own CPD journey (albeit directed also by the school's development priorities).

With this in mind, fostering a culture of sharing best practise to improve teaching and student outcomes, combined with attendance at external courses will enable St Joseph's CPD programme to be truly dynamic and beneficial for all stakeholders.

The Aims

The focus of CPD at St Joseph's is for teachers to seek continuous improvement and this will be achieved through a rich and varied ongoing programme of activities that will enable reflection on our practise.

The aims of CPL at St Joseph's:

- To enable teachers to plan, deliver and evaluate the best possible lessons they can, resulting in the best possible learning and best possible grades.
- To enable leaders to be aware of and reduce variability in their teams.
- To get teachers excited about teaching.
- To get teachers talking about teaching.
- To get teachers planning and evaluating their learning together.
- To get teachers observing and learning from each other.
- To get teachers sharing.

We foster this through the activities on offer and also a "SharePoint" section in Teams which will act the central hub to all things professional development at St Joseph's.

The SharePoint will include sections and pages for:

- ECTs (Early Careers Teachers)
- RQTs (Recently Qualified Teachers)
- Experienced Teachers
- Middle Leaders

- Pedagogy Tips
- Weekly Blogs
- Research projects happening in school
- Links to BlueSky education for performance management, online training and also booking system for external courses

The Layered Approach

To achieve these aims we will adopt a layered approach, using specialists across the school to deliver and engage in a range of activities.

Blanket

This is important development that all teachers need to be involved in and aligns with the whole school improvement priorities

This will be delivered through INSETs, Staff Meetings & Appraisals, Instructional Coaching, BlueSky Self reflections against the teacher standards, Monday evening directed time programme (including book reviews, moderation of work, curriculum reviews, implementing school-wide initiatives).

Optional

These will be a range of developmental activities that teachers can opt into with a view to personalising their CPL thus allowing them to follow their own interest (also aligned to school development priorities).

This will be delivered through 15-Minute Forums, Lesson Observations & Reviews, Peer observations, social media, School Visits, External courses, The SharePoint Teams page, CPD Library in the staffroom, Sharing of weekly blogs, BlueSky online sessions

Directed

When staff are underperforming, they will be directed to engage in specific developmental & support work.

This will be delivered through coaching and mentoring; if for a particular class/individual this primarily to be undertaken by DOL, if for general teaching practice this to be undertaken by UP3, SLT or DOL.

Determining Training and Development Needs:

- Individual staff training needs are identified through the teachers' Appraisal Scheme; this to be done initially as a teacher self-reflection against the teacher standards on BlueSky, the provision for Early Careers Teachers (ECTs) and the priorities established in the School Development Plan.
- Whole staff training needs are identified as part of the annual school improvement plan by the Leadership Team
- The Staff Development Budget is managed by the Bursar and the Assistant Head who is lead on CPD.

- At least five days each year are designated for whole staff training. The Assistant Head who is lead for CPD, working to the agreed training requirements, is responsible for the arrangements.
- Individual staff apply for courses etc. following the procedure outlined in Annex A.
- Additional support and training are provided for members of staff new to the school or profession (see ITT Policy & Induction Policy)

CPL Activities at St Joseph's School

CPL Board in staffroom and SharePoint

- CPD should not just be seen as courses. What we are trying to encourage is a sharing of best practise and a culture of collaboration not competition (ie. Where teachers share what works rather than keep it to themselves to give them an advantage over their colleagues!). The staffroom is a vital space in the school that will can be utilised to achieve this.
- On the board are sections for:
 - Upcoming events/important CPL dates for the half term/term (15-minute forums/INSETs/TLC Review group Twilights/Appraisal reviews)
 - Reminder to regularly look at SharePoint for the latest CPD
 - Good ideas section (business card sized teaching tip/successful strategies that staff want to share). This will be added to on an ad hoc basis – as and when a teacher tries something new that they feel has worked and/or following insets where teachers have this card on their seats and are asked to complete it.
- A bookshelf next to the CPD board containing department T&L (teaching and learning) handbooks and also external books on T&L

Formation of Teaching & Learning Groups (TLC – Teaching & Learning Communities)

- These have been established in 2015–16 and will be reviewed on an annual basis if SLT decide that TLCs are appropriate for the needs of the school at that time
- If deemed appropriate Staff will be split into 3 groups with each focusing on a different aspect of T&L identified by the school improvement plan and latest Ofsted report and selected by the staff
- Leading practitioners will be identified to lead sessions
- 4–5 sessions will take place throughout the year as directed time on Monday after school.
- Important to have a chance to work collaboratively following the initial session and to build upon sessions/practise that comes from them and also to have a final record of the work the group has done – group booklet / stall at Teaching & Learning Market Place and to share the TLC findings on SharePoint for future reference
- It may be that it is more appropriate some years not to run the TLCs but to have more department development time instead. This will be reviewed each summer and decisions communicated to staff at the beginning of the academic year; (due to the pandemic 2019–20 projects were paused).

Professional Learning Visits

- Giving staff the opportunity to visit neighbouring/nearby schools. To do this effectively it is vital to ensure the visiting teacher has a focus for the visit and also completes a review of the visit which could be shared with other members of their department/school.

Instructional Coaching

- Following self-evaluation against the Teacher standards. Teachers will be paired with peers who can help to coach them in the area of pedagogy which they have identified as a developmental need.
- Three sessions per year will be facilitated so that staff can observe part of a lesson and meet to discuss the aspect for improvement and coach on how to improve.
- As part of instructional coaching, teachers will 'script' / rehearse what to say/do.
- This will then be put into action during subsequent lessons and reviewed at the next coaching observation and meeting.
- SLT, DOL & UP3 teachers will all be coaches, more inexperienced staff will not be expected to coach but will have a coach.

Weekly Blog

- Blog on education to be circulated weekly

15 Minute Forums

- A regular (preferably) fortnightly peer led session sharing best practise and teaching tips

BlueSky

- Teachers are expected to log details of training or development on BlueSky. This will be used as an evidence bank and also to provide the teacher the opportunity to reflect on their practise against the teaching standards.
- Performance management will also be streamlined to be on BlueSky and thus individual targets can be linked to both school priorities and training undertaken.

Monitoring

This policy is monitored by the Assistant Head teacher with responsibility for CPD and the Head teacher.

Annex

A. Application Procedure for Staff to Attend Course and Conferences.

ANNEX A TO STAFF DEVELOPMENT POLICY APPLICATION PROCEDURE FOR STAFF TO ATTEND COURSES AND CONFERENCES

INTRODUCTION

This Procedure applies to individual members of the Teaching and Support Staff who wish to attend courses and conferences.

APPLICATION PROCEDURE

The approval of the Head of Department and/or Line Manager should be gained for any application to attend INSET whether during the working day, at weekends or during holidays.

The applicant should complete an Inset request on-line on the BlueSky website (including booking details – full details of the organiser and contact details, and the cost of the INSET if not free).

After completion by the applicant, line manager/head of department will approve the course. This will then be checked by the Head's PA to ensure that this course does not clash with any events in the school calendar/diary. Once approved by Head's PA the Assistant Head who is lead on CPL will approve the course.

The bursar will check availability and book the course.

It is also the responsibility of all members of staff to inform the assistant head via BlueSky of any change to the application, such as over-subscription, changed dates or times, substitution by another member of staff or a cancellation for personal reasons. The assistant head is then to inform via BlueSky the Bursar and Head's PA. Similarly, the assistant Head teacher is to inform applicants of any changes if so, informed by INSET organisers.

Any fees for INSET are usually paid by the Finance Department upon receipt of invoices. Applicants should not fund any advance payment personally except with the agreement of the Finance Department.

Once a course has been completed a notification will be sent from BlueSky asking the applicant to evaluate the training given. This will be logged on Blue Sky and will enable the school to analyse the effectiveness of course on classroom practise and also therefore on pupils' learning experience.

MONITORING OF THE PROGRAMME

The Assistant Head teacher who has the responsibility for CPL will manage:

- The internal programme of CPL events
- TLC session leaders selection, training, guidance and support
- Decision making process on appropriateness of TLC vs Department Development Time
- 15 minute forum selection

CONSULTATION AND REVIEW

The policy will be reviewed every two years. In school, staff will be engaged in discussion about the policy and its values. The views of parents, staff and governors regarding the content or operation of this policy should be submitted to the Head teacher.