



LONGHILL
HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

Staff Development Policy

Lead Author: Rachel Congreve

Date ratified: 19.09.23

Non-statutory Policy.

Based upon: *Effective Professional Development*, Education Endowment Foundation.

Review date: June 2024

Note: Major changes

I:\12. POLICIES & STATUTORY DUTY\2. Additional Policies – Ratified 19 September 2023

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 crucial to achieving the school's priorities and will have a positive impact upon student and staff wellbeing as well as student progress outcomes.

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.

1. Principles and Provision

At Longhill High School, we believe that worthwhile Continuous Professional Development should fundamentally support staff wellbeing and not add to a member of staff's workload.

Further, all training will:

- meet safeguarding requirements;
- be relevant to the member of staff's role & responsibilities in school;
- provide additional ideas/strategies to effectively fulfil professional duties;
- build on and extend existing expertise;
- inspire confidence and engender professional pride;
- reflect the school's priorities;
- for teaching staff, develop teaching practice to a high standard.

Continuous Professional Development activities may include:

- specific courses from an external provider;
- reading, discussing and applying research;
- service on school strategic development and other working groups;
- peer observation;
- coaching and/or mentoring;
- developmental and collaborative work in departments;
- involvement in ECT or Induction programmes ;
- school based research assignments;
- shadowing or team teaching;
- participation in INSET days;
- participation in after school or twilight training sessions;
- moderation of students' work;
- visiting and liaising with other schools.

What will inform the training?

Collated and triangulation of data specific to the member of staff's role, will inform the training needs as well as discussions with the member of staff who will also reflect upon their

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

Induction of all new staff

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

- A tour of the school;
- Introductions to the Head, SMT and Administration Team;
- An induction pack / guide including Teacher Handbook;
- A MoS within the faculty will also be assigned to answer queries;
- A buddy that is not in the faculty for well-being support;
- Health & Safety training;
- Child protection and e-safety training.

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

2. Specific Types of Training: Teaching Staff

Reducing staff workload and responding to feedback

The timings and focus of teaching staff's training (teachers and faculty assistants) were planned and agreed with the unions and have the following principles (based on union members' feedback):

- Regular time given for staff to collaborate within their departments so they can develop marking and feedback including improving accuracy of summative grades. In addition to the usual Faculty CPD time, an additional four twilight sessions have been dedicated to this.
- Ensuring that there's not more than one training or meeting event on a week for teachers.
- Giving staff more training time to work on their appraisal targets.
- Re-designing the previous Faculty and Year meetings so that they are productive training sessions where staff can collaborate and develop their teaching practice.

To address the above, we have four layers of CPD for teaching staff:

- Whole-school: This is training given in key Pedagogical ideas e.g. the ten teaching non-negotiables and the school's priorities; safeguarding training.
- Faculty/ departmental level: This is subject knowledge; subject specific issues e.g. Health & Safety, subject specific pedagogy etc.
- Pastoral level: This is training on how to be a year mentor including how to deliver the pastoral curriculum.
- Tailored: A 'menu' of choice is also given to teaching staff as often as possible so that teachers can reflect upon their practice and identify which areas they would like to develop further.

To develop ownership of continual professional development, time in training sessions will be given for staff to fill in their CPD journal which supports self-reflection and development.

Faculty/ departmental and Pastoral CPD

In accordance with staff feedback, teaching staff will undertake productive training during faculty and pastoral meeting times as each meet will involve no more than a fifteen-minute information sharing session (which is then minuted and emailed to all staff) so that the rest of the time can be dedicated to training which meets the needs of a teacher's role and a mentor's role. This training will be facilitated by Heads of Faculty and Heads of Year with guidance and support from their Senior Leader Line Manager.

Middle leader training

The *Middle Leadership Training Programme* is based upon the 7 leadership attributes of: Commitment; Collaboration; Personal Drive; Resilience; Awareness; Integrity and Respect. These leadership traits are then broken down into responsibility areas of: teaching & curriculum; leading with impact; working in partnership; managing resources and risks; increasing capability.

Early career teacher training

For Early Career Teachers, Longhill School's Early Career Framework (ECF) provides a structured two-year high-quality professional development in line with the government's reforms. The delivery approach we have chosen is through Teach First (an approved funded provider) who deliver the two-year programme of training for both the ECTs and their in-school mentors this is training delivered by an outside provider, Teach First.

To reinforce the TeachFirst training for both the ECT and their mentor, we provide additional in-school training sessions which build upon and link to, the Teach First schedule. See *Early Career Teacher Induction Policy*.

Trainee Teachers (Apprenticeships, School direct, PGCEs)

In addition to the whole staff CPD provision, all trainee teachers are to attend bespoke training which will include an in-house teacher training induction programme (which will dovetail the relevant university's training schedule). All trainees will be assigned a trained mentor to support them in meeting the Teachers' Standards.

Nature of the training:

- Activities which support teachers in discussing, processing and applying the EEF (Education Endowment Foundation) pedagogy.
- Activities which support teacher's critical reflection and sharing of best practice.
- Activities where the outcomes are creating a resource, routine or system to enable the teacher to apply the new knowledge.
- Activities which revisit old knowledge to enable this to be refined and developed.
- Activities which encourage teachers to pilot and review new strategies.
- Collaborative activities such as peer-observations, joint planning and joint marking.
- Use of electronic research and resources: A shortcut to the *One Stop Shop* is on every desktop. This website holds all the resources and training materials to support

teacher's independently working on their teaching practice. The folders on here are address a wide range of need: the teaching non-negotiables and the EEF pedagogical concepts underpinning these such as AFL, metacognition, adaptive teaching as well as providing exemplars of areas such as grade descriptors and success criteria Faculty and Pastoral CPD time will be regularly given to teachers to access these materials.

Evaluating the Quality and Impact of CPD

A triangulation of data will be used including: Teacher feedback, students' progress data and teaching and learning data. Each half-term, this data will be collated and reported on.