



LONGHILL
HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

Staff Development Policy

Additional documents: See *Early Career Entitlement Policy*

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Based upon: DfE ECT guidance and *Effective Professional Development*, Education Endowment Foundation.

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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 professional role. 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;
- Joint work scrutiny or/ and learning walk;
- 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 in 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 check-in and support;
- A buddy that is not in the faculty for well-being support (if needed);
- 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 as well as setting out the actions needed to achieve their appraisal targets. See the school's *Appraisal Policy* for further information.

2. The Types of meetings and CPD

Whole-school meetings are for all staff which include: Safeguarding CPD, Anti-Racist Training, Pupil Premium and SEND CPD.

Faculty/ departmental level meetings: This is for all teaching staff and allows sharing of good practice at faculty level and includes standardisation, moderation and reviewing the curriculum intent and implementation.

Tutor meetings: This sets out the school's expectations of tutors and provides the training for teachers so they are able to support their tutor group effectively.

Note that **additional bespoke training as needed** is given throughout the year to all staff in order for them to fulfil their roles for example, the pastoral team receive attendance and mental health training to support their roles.

3. 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):

- Middle leaders, with the expertise of their staff, lead on Teach Like a Champion (TLaC) training which address the School's Improvement & Development Plan (SIDP).
- Ensuring where possible, there's not more than one training or meeting event on in the week for all teachers.
- Giving staff more training time to work on their appraisal targets.
- Building in moderation and standardisation sessions within faculty meeting time so these coincide with assessments and mock examination marking.

Middle leader training

We recognise that our Middle Leaders are the driving force for Teaching and Learning as such, we wish to empower these leaders so the training given is a structured approach where we share in-house best practice as well as looking at evidence-based research surrounding leadership in education.

Early career teacher training

See our *Early Career Teacher Entitlement Policy*

As noted on the cover page, we adhere to the DfE's guidance on the *Induction for Early Career Teachers ECTs* as set out on the DfE website.

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 policy. The delivery approach we have chosen is through Aldridge Education/Teach First who deliver the two-year programme of training for both the ECTs and Step Ahead are the awarding body.

To reinforce the Teach First 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.

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.

Evaluating the Quality and Impact of CPD

Each term a report will be presented at the Curriculum & Standards Governor's Meeting which collates the T&L data and impact of CPD.