

Coed Glas Primary School

Staff Training & Development Policy



1. SCOPE of Policy

This policy is supported by the School Improvement Plan (**SIP**), the Staff Development Plan (**SDP**) and the Performance Management Policy. The structure and organisation of the school ensures that staff development needs are identified and reviewed regularly. The **SIP** identifies the targets the school is working towards. These structures and procedures ensure equality of opportunity for staff to access training and development. Professional development needs are also identified in the Performance Management reviews.

2. The Aims and Purposes of Professional Development

- To enable all staff in the school to expand and grow according to their various professional tasks and roles and according to their professional potential.
- To address specific training needs as identified in the SIP and from individual performance management reviews.
- To ensure that all staff are aware of important local and national educational developments and issues.
- To encourage individual staff to plan their careers and to identify career opportunities.
- To enable staff, where necessary or possible, to gain additional qualifications which will improve standards and the quality of teaching and learning in the classroom.
- To support staff in a supportive and caring atmosphere and to facilitate generation of this ethos throughout the school.

3. Rights

All staff working in the school are entitled to development opportunities and in-service training including teaching and support staff.

4. Responsibilities of Managers

- To implement the school's training and development policy.
- To provide forums where staff can communicate their needs.
- To provide relevant school based training opportunities that are responsive to national local & school need

- To encourage staff to participate in courses and similar opportunities to meet both subject and school targets.
- To listen to staff concerns and to offer support in a variety of ways. Managers can make suggestions about visits, enable classroom observation, or put people in touch with each other to share good practice.
- To ensure that annual performance management reviews are carried out in accordance with the Performance Management Policy and that professional development reviews are carried out for support staff.
- To monitor and evaluate how the development of staff contributes to goals and targets.

5 Responsibilities of Staff

- To be prepared to undertake professional development.
- To seek opportunities for self-development and to take full responsibility for meeting job related development needs.
- To be aware of courses and training opportunities and their relevance to the school's priorities.
- To communicate developmental needs within the consultation process in the school.
- To communicate with the INSET co-ordinator and person responsible for cover including the line manager.
- To disseminate the outcomes of the course/development opportunity to the relevant people in order to maximise the benefits to the school.

6. The role of Governors

Governors will appoint a training co-ordinator who will keep a record of governor training and ensure that all governors have attended the mandatory training. In addition, the training co-ordinator will communicate with governors when relevant training is available to ensure that the governing body is well informed and effective in carrying out its duties.

The staffing sub-committee of the Governors will monitor the effectiveness of this policy via a short, termly update on current progress to include:

- Number of staff who have had their performance management reviews within timescale;
- Number of staff who have achieved their training objectives.

7. Organisation

The Staff Development Co-ordinator will:

- Oversee the entire cycle of staff development and keep it on course.
- Facilitate and support Subject Leaders and liaise between them and the SLT.
- Communicate information to staff.
- Become experienced in the management of staff development and encourage appropriate management techniques and attitudes.
- Liaise with relevant outside bodies and maintain an awareness of opportunities that exist for staff development.
- Design, implement and monitor a programme for the effective use of INSET days.
- Manage the budget allocation for staff development, prioritising needs and keeping appropriate records.
- Oversee the process of dissemination of information and skills.
- Design and implement the evaluation of staff development.

The delivery of the Staff Development Programme has several steps.

6.1 Induction

Induction programmes for teachers new to the school and for NQT's are established. Please refer to Staff Induction Programme for further information.

6.2 Professional Engagement

Professional Engagement is a cornerstone of effective staff development with specific targets which benefit the school and the individual. For further details refer to the school policy on Performance Management.

6.3 Training and Support

- Needs will generally be identified via development plans and through Performance Management.
- Efforts will be made to support teachers involved with development targets in order that knowledge and skills acquired are put into immediate use in the school's interests.
- The types of training and support offered will vary greatly including:
Provision of time for groups of staff to work together
Peer development
Twilight INSET sessions
Whole school training on INSET days

External courses/conferences
Subject area meetings/support groups

- Where needs are identified for the development of the skills associated with middle or senior management roles then opportunities will be made available where possible to obtain such experience.
- Each year funds will be set aside for training relating to career development.

7. Feedback/Dissemination

The benefit to the school of the training that is provided will be maximised by the provision, where appropriate, of opportunities for the dissemination to other staff of the skills and knowledge gained in training.

8. Methods for Assessing Development Needs and Establishing Priorities

Staff involved in the production of Improvement Plans, should submit copies to the Staff Development coordinator who will collate the identified requests into the staff development plan. This document will detail the development needs identified including associated costs and make clear the allocation of funding to address these needs.

Following the annual self-evaluation cycle, the Senior Leadership Team will establish the priorities for INSET days and twilight INSET sessions. These plans will be based on key priorities relating to standards, the curriculum, the risk register and feedback from staff, pupils and parents/carers. The plan for INSET days will be established by the end of each academic year.

**APPENDIX 1:
WHAT SHAPES OUR STAFF DEVELOPMENT AND TRAINING?**

