



Mendip Edge Federation

STAFF DEVELOPMENT POLICY

INTRODUCTION

- 1.1 The Governors and School Leadership of the Federation recognise that people are the most important resource within the school and therefore they are fully committed to promoting and enhancing staff development.
- 1.2 Staff development is an agreed framework and procedure to rationalise and harmonise individual, team and whole school development needs. It is a continuous process which is informed by a review and development structure and process and the School Development Plan. It forms part of a continuous process which begins with the recruitment and selection of staff and ends when staff leave the school.
- 1.3 The Staff Development Policy embraces all employees.
- 1.4 Staff development may be constrained by the current needs and resources of the school. However, we recognise our duty to support professional development of the workforce as a whole.

AIMS

- 2 To enhance the quality of the Federation's performance by maintaining and continuously improving a programme of systematic staff development which harmonises individual, team and whole school development needs.

PRINCIPLES

- 3.1 Professional development is the right and responsibility of and for every member of staff.
- 3.2 The application of the Staff Development Policy will be consistent with the School Development Plan, outcomes of performance management and available resources.
- 3.3 The Staff Development Policy will comply with all relevant statutory and national/local employment provisions related to staff development.
- 3.4 The Governing Body recognises the need to maintain good employee relations within the school for the benefit of staff and pupils. It will seek to maintain good employee relations through appropriate employment practices including an effective Staff Development Policy.
- 3.5 The Governing Body supports the principle that a key part of the performance management process for teaching and non teaching staff is to assist staff with their own development.
- 3.6 In the development of the 'Appraisal' policy governors have ensured that the focus on professional staff development is retained.

Date Policy reviewed: November 2018

Date Policy to be reviewed: November 2021

OBJECTIVES

- 4.1 To maintain a written policy for the development of all staff.
- 4.2 To allocate responsibilities for staff development clearly and appropriately.
- 4.3 To review regularly the development needs of all staff.
- 4.4 To review regularly the development needs of teams and team members.
- 4.5 To have an induction programme that meets the needs of newly appointed staff, and existing staff whose responsibilities and/or tasks are changed.
- 4.6 To develop the skills and knowledge of all staff in line with team planning and the school development plan, reflecting individual aspirations.
- 4.7 To ensure that expectations and desired outcomes for all development activities are established and agreed before they take place.
- 4.8 To provide a programme of staff development, which utilises internal experience, as well as external providers.
- 4.9 To ensure that the school evaluates, after the event, the extent to which development activities have met expectations and planned outcomes.
- 4.10 To ensure that the school evaluates annually how its staff development programme and activities are contributing to team and school development plans.
- 4.11 To monitor and review, on an annual basis, the costs and benefits of the staff development programme.
- 4.12 To monitor and review on a regular basis the policy and procedures for staff development.
- 4.13 To ensure training and development is disseminated to all persons where the pupils will directly or indirectly benefit as a result.

POLICY INTO PRACTICE - RESPONSIBILITIES AND MANAGEMENT

RESPONSIBILITIES

Professional development is the right and responsibility of every member of staff. The structure to support it will require every member of staff to assume some responsibility for their own development and some staff to assume specific responsibilities for facilitating the review and development process.

SCHOOL LEADERSHIP is responsible for:

- a the overview of staff development. Outlining an anticipated plan for CPD in order that this can be budgeted for each year;
- b ensuring that all staff development activities contribute to the achievement of individual or team targets and they support the School Development Plan;
- c keeping the school policy on staff development under review to ensure that it is implemented within the resources available;
- d the programme of induction to the school for newly appointed staff, existing staff, and those staff returning, e.g. from maternity leave whose responsibilities and/or tasks are changed;
- e ensuring that the appropriate budget reflects staff development needs and that allocation of finance is consistent with this;
- f ensuring that the agreed administrative procedures are followed relating to programmes supporting staff development;
- g the coordination/organisation of INSET days in liaison with each school within the Federation and other schools within the Cheddar Valley, if appropriate;
- h distributing information to relevant team/curriculum leaders relating to staff development activities;
- i ensuring that CPD activities are evaluated and the outcome appropriately shared;
- j Dissemination/cascading of professional development.

GOVERNORS are responsible for:

- a reviewing this policy regularly;
- b being mindful of this policy when reviewing the appraisal performance management policy and its practice.

TEAM/CURRICULUM LEADERS are responsible for:

- a the professional development of members of their team;
- b identifying staff development needs within the team development planning process and outcomes of performance management;
- c informing the Head of the team's staff development needs as part of the team/school development planning process and performance management;

d reviewing and evaluating the outcomes of the staff development activities of team members.

INDIVIDUALS are responsible for:

a continually self-evaluating and developing their professional skills;

b being involved in identifying their own training needs and agreeing their own development activities and desired outcomes with their line manager;

c making the most of the opportunities available;

d evaluating the activities and outcomes of their own staff development programmes.