

CARDINAL POLE CATHOLIC SCHOOL



Staff Development Policy

Approved by
Governors

Signed:

David Rhans

Date:

15/05/2019

Review due date (3 years):

May 2022

1. Mission Statement

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

Cardinal Pole Catholic School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and the school community work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Cardinal Pole Catholic School's governing body with the help of staff in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the special educational needs policy, admissions policy, anti-bullying policy, behaviour policy and recruitment policy

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed annually, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

2. Principles, Values and Entitlements

- 2.1 Cardinal Pole Catholic School is a "learning community" where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. Continuing Professional Development is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team, whole school and through wider networks.

- 2.2 The school believes that all staff "should take ownership and give a high priority to professional development". It believes that coherent and progressive opportunity to develop

professionally and personally improves: Pupil Achievement and raises morale through personal and professional fulfilment and assists recruitment and retention. At Cardinal Pole Catholic School Staff Development is co-ordinated by the Deputy Headteacher for Teaching and Learning with assistance by the Assistant Headteacher for CPD.

- 2.3 All those involved at Cardinal Pole Catholic School will have an entitlement to high-quality induction and continuing support and development. All staff will have opportunities to discuss their professional needs through teacher and support staff appraisal and other professional dialogues.
- 2.4 The school's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills, particularly across the key areas identified in the Teachers Standards and other appropriate frameworks.

3. Identifying CPD Needs

- 3.1 A member of the leadership team will be responsible for identifying the school's CPD needs and those of the school community that support and improve teaching and learning. Such needs will be identified largely through existing mechanisms such as Teacher Appraisal, School Self-Evaluation and subsequent departmental self-evaluation, the School Development Plan and subsequent departmental action plans, national and local priorities, internal and external monitoring and feedback and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD provision programme which forms part of the School Improvement Plan.
- 3.2 CPD issues will be addressed at Governing Body meetings and will be included as part of the Headteachers report.
- 3.3 Requests for accessing CPD should be addressed to the Assistant Headteacher who will with the Deputy Headteacher decide on the most effective means.
- 3.4 The Assistant Headteacher will be responsible for communicating relevant opportunities to appropriate staff.
- 3.5 A member of the leadership team will be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:
 - Governors
 - Middle Leaders (Heads of Department and Heads of Year)
 - Newly Qualified Teachers (NQT)
 - Other staff new to the school or role (including School Direct participants)
 - Trainee Teachers
 - Senior Leaders
 - Support staff (teaching and non-teaching)
- 3.6 As part of their role, Appraisers, Heads of Department, Heads of Year, Lead Practitioners and NQT Mentors will be responsible for encouraging and supporting the professional development of their staff. Equally it is the responsibility of individual staff to further themselves through professional dialogues, appropriate training and other professional development opportunities offered by the school.

3.7 As part of staff appraisal all permanent members of staff will agree and work towards a professional development objective.

4. CPD Provision

4.1 The school will support a wide range of CPD approaches. These include:

- Recently Qualified Teachers (RQT) Programme
- initial training for new staff as well as provision of line managers, mentors, buddies and coaches
- in-school training using the expertise available within the school (e.g. collaborative teaching, planning and assessment, working within a team, classroom observation, peer evaluation, focus groups, modelling, contributing to a training programme).
- coaching and mentoring
- job enrichment/enlargement (e.g. a higher level of responsibility, developmental roles, acting roles, co-opted roles, shadowing, leading meetings).
- attendance at an appropriate course or conference
- school visits to observe or participate in good and successful practice partnership working with peers at other schools
- postgraduate professional development and other qualifications from higher educational institutions as well as other forms of professional recognition and qualifications such as national College for teaching and Learning (NCTL) programmes
- research opportunities, CCRS and Masters
- distance learning (e.g. relevant resources such as educational journals and publications, training videos, e-learning, reflection)
- external partnerships (e.g. informal and formal partnerships with other institutions)

Where there is significant cost, staff may be asked to either contribute to the cost and/or to sign a contract to return costs incurred if they leave.

5. Evaluating Impact and Disseminating Good Practice

5.1 Following professional development opportunities, the participant will complete a feedback form in Blue Sky indicating how he/she will disseminate the information/training to other staff. This feedback will also include what improvements there will be for student outcomes as a result of the training.

5.2 The Deputy Headteacher – Teaching and Learning will be responsible for monitoring and evaluating the overall impact of CPD. The Assistant Headteacher for CPD will be responsible for monitoring the quality of CPD and identifying needs. This will be undertaken at a variety of levels including immediate evaluation by participants, longer term follow up for a sample of CPD undertaken and/or informal discussion with colleagues about improved practice.

5.3 The Deputy Headteacher with responsibility for Teaching and Learning will contribute to the Headteacher's report to the Governing Body where the impact on staff performance and on pupil outcomes will be stated.