



Boroughbridge High School and King James's School Federation

POLICY STATEMENT

Staff Development Policy

Policy last reviewed (date)	March 2021
Ratified by Governors (date)	March 2021
Next policy review due (date)	March 2022
Due for review by Governors (date)	March 2022
Staff Lead	Director of Sixth Form

Policy Objectives

This policy will support the school by encouraging all staff to develop their full potential through providing opportunities in continued development.

Significant revisions since the last review:

- Updated to a Federation policy.

1 RATIONALE

- 1.1 Boroughbridge High School and King James's School are fully committed to encouraging all staff to develop their full potential. Staff, teachers and non-teachers are all central to the overall aim for a purposeful, successful and happy organisation. It is through the continued development of all staff that school improvement will be achieved, bringing benefits to individuals and pupils.

2 PRINCIPLES

- 2.1 We adhere to the key principles for development:

planning ⇔ *action* ⇔ *evaluation*

- 2.2 The staff development process aims to ensure that:

- All staff are aware of the school and department improvement plans.
- The training needs of all staff are assessed during the performance management process. Training is then offered related to individual, departmental and whole school needs.
- Line managers of staff will take a lead role in the development process of the staff they manage.
- Training is provided in a variety of ways, through whole school Training Days, external courses, lesson observations, shadowing, coaching, mentoring, and department development time.
- Opportunities are taken to develop joint training programmes with other schools and with the Local Authority to enable cross-fertilisation of ideas and consolidation of resources.
- Staff have the opportunity to participate in appropriate accredited courses such as NPQH, HLTA, and Middle Leader Developments.
- All new staff are provided with a full induction programme and this is supported by the information accessible on the public folder (G:) – BHS or ItsLearning -KJS. NQTs follow an additional programme.
- All training is evaluated through performance management procedures, staff surveys, and feedback from individual programmes.
- Staff are encouraged to participate in the coaching and training of other staff in the school.
- Staff are encouraged to take advantage of secondment opportunities where appropriate.
- All staff feel valued and recognised as the school's most important resource.

3 ROLES AND RESPONSIBILITIES

- 3.1 The roles and responsibilities are as follows:

- The co-ordination of Staff Development throughout the school is the responsibility of the Deputy Head and other members of the leadership team.
- The Deputy head and members of the leadership team will oversee all related areas such as induction of staff, NQTs and performance management and Initial Teacher Training (ITT).
- All managers have a clear responsibility for the performance management, personal development and pay recommendations of the staff they manage. Staff development needs are identified through review meetings with line managers.

4 MONITORING

- 4.1 Monitoring will take place through the following means:

- Individual staff should record training and its impact for personal portfolios and department records.

- Line managers maintain records for their teams and a whole school record is maintained by the Assistant Head.
- The Deputy Head has responsibility for evaluating the overall impact of training and reports to the Leadership Team and Governors.