1. Rationale

In order to meet the diverse and changing needs of its students and staff, Farlingaye constantly reviews and evaluates its provision and development needs. The school, therefore provides a comprehensive programme of guidance, training and professional development for all staff to enhance students achievement and the efficient leadership of the school.

2. Principles

Farlingaye High 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.

The school is committed to appropriate and personalised opportunities for staff development. A commitment to progressive, high quality and assured development opportunities has the potential to improve standards and raises morale through personal and professional fulfilment as well as assisting recruitment and retention.

High-quality induction and continuing support and development is crucial for a consistent and personalised approach to CPD. All staff will have opportunities to discuss their professional needs through performance management / appraisal as well as other professional dialogues.

Farlingaye’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 appropriate standards frameworks. Both voluntary and compulsory CPD opportunities exist at Farlingaye, to address individual need and the fundamental aim of ensuring that training addresses and supports the school vision and needs.

3. Aims

- To ensure staff development policy facilitates school improvement by supporting School Development Policy priorities
- To monitor and quality assure the CPD provision to ensure that priorities are being addressed through high quality CPD
- To ensure that staff are provided with opportunities for professional and personal development which is underpinned by current standards frameworks
- To equip staff to be able to respond to curriculum and institutional change
- To balance the needs of the school, teams within the school and individual staff and to provide members of staff with the skills to prepare themselves for increased responsibility and career advancement
- To ensure that staff are recognised as the school’s most important resource
4. Identification of need

I. Faculty Heads, Subject Leaders, Year Co-ordinators and the LT identify training and development priorities as well as this, needs are identified/revised through the performance management cycle.

II. The School Development Plan underpins Faculty Development Plans which in turn guide appropriate Appraisal / PM targets.

III. Each faculty is allocated a Professional Development budget which is held by the Deputy Head. When priorities have been identified and articulated through the Faculty Development Plans or individual meetings with staff, course forms are completed and submitted. Training costs are taken from the allocated budget which is formula led for each faculty. Monthly spreadsheets are provided to faculty heads to aid planning. Support staff and management training also have allocated funds.

IV. External course bookings also support the introduction of new initiatives, curriculum and specification changes. Subject Leaders liaise with Faculty leaders to use the same process as in point III to book courses. Courses for each member of staff a logged and tracked to ensure a fair approach for all. Prior to undertaking training, staff are required to submit a professional development request form (appendix 1) this needs to be signed by the line manager. On completion of training staff are required to share resources or outcomes at faculty/pastoral meetings. Staff are also asked to evaluate the value of staff development and to highlight future training needs. This is done immediately after attending and 6 months later to assess impact.

V. Individual CPD needs can also be identified through the lesson observation process. This may lead to a personalised plan for an individual of CPD support, or to a group of individuals to address need.

VI. Opportunities are also offered to staff on a voluntary basis – this may provide individuals for the opportunities to address areas related to career progression or leadership progression or succession.

VII. Governors are involved in training and receive a report at Governors meetings; they can also participate through The LEA Governor Training Programme. Both good practice and compulsory sessions are attended by Governors.

VIII. Professional development days are organised to meet the needs of the school and the various teams within. When drawing together the annual programme, account is taken of the ongoing school improvement priorities.

IX. The ‘in-house’ CPD programme has been developed to meet the needs of staff. Regular sessions encourage development and collaborative work amongst colleagues. Staff are encouraged to take an active part in participating and leading sessions.

5. Staff Development Opportunities

5.1 Induction

- All new staff at Farlingaye High School take part in a full induction programme. The new staff days seeks to balance the specific role training required coupled with the opportunity to meet new people and be welcomed to the community. This consists of sessions which support staff with the procedures, ethos and good practice identified by the school prior to starting their new role.
- NQTs are supported with a full and comprehensive induction programme which features regular mentoring and support, lesson observations and feedback, and access to the school in-house programme. This is co-ordinated by the school Professional Tutor.
- For individuals promoted internally or changing posts, support will be offered between the appointed person and the line manager.
For classroom support staff appointed, there is an induction programme carried out by the SENCO and Personnel Officer. This will familiarise the appointed person with school timetables, routines, expectations, procedures and policies. Mid-day supervisory staff are interviewed by the Personnel Officer and inducted into their post. Support staff are given an induction programme by the line manager with responsibility for the appointed person’s area and the Personnel Officer. This will enable such staff to become accustomed to all the routines, their responsibilities, policies and procedures, as well as the use of available equipment. New caretakers are given an induction programme by the Bursar, to establish appropriate working practices for the maintenance of the buildings. Cleaning Staff are interviewed and inducted into their role by the Personnel Officer Lead Cleaner. New Governors are offered ‘new governor training and opportunities to become familiar with the school procedures and protocols. LA training and in school Governors INSET is provided.

5.1.1 Teaching & Learning Communities

Once staff have been teaching at least a year they can choose to follow the teaching and learning community route for their disaggregated CPD route. The teaching and learning communities have an agreed focus for the year and meet four times to concentrate on the theme combing a mixture of taught sessions and reflective practice.

5.2 PD Days

The focus and content of these days is planned on an annual basis to reflect and support the school priorities as laid out in the School Development Plan. At certain times a PD Day may be disaggregated, meaning that the time has been made up elsewhere such as through, the in-house CPD programme, performance Management reviews or through additional time on a Faculty Development day.

5.3 Further Development Opportunities

Further development activities for staff are both for groups and personalised to meet individual need. All contribute to the school direction and vision:

- External course attendance
- In-house CPD programme (leadership and attendance)
- Teaching and Learning Group involvement
- Leading Edge Research Projects
- MA study
- Exam marking
- Visiting other schools (all staff from the LT to NQTs)
- Membership of professional organisations
- Internal leadership courses such as the ‘Aspiring Middle Leaders’ programme
- Improving Teachers Programme for personalised support
- Formal and informal lesson observations
- 2nd and 3rd year teachers’ programmes
- Partnership work with other schools (Leading Edge and Teaching Schools)
- Deliver of CPD at conferences as part of Teaching School work
- Mentoring of new staff/trainee teachers
- Application to be an SLE as part of Teaching School
- Involvement in Teaching School work
- Working as part of the Leading Edge Team
6. Visitors / Interviewees

- Support is given to staff from other schools who wish to ‘intern’ at Farlingaye. Comprehensive and personalised programmes are organised for visitors seeking development for school improvement or leadership development related activities.
- Applicants to the school for posts are afforded full professional courtesy. Successful and unsuccessful applicants are offered full debriefs in order to provide effective and meaningful feedback.
- Support is offered to all staff seeking a change of responsibility, and opportunities provided to extend their professional experience. Those applying externally will be supported with advice on interviews.

7. Evaluating Impact and Disseminating Good Practice

All staff are responsible for evaluating and disseminating (where appropriate) CPD. It is the responsibility of the Deputy Headteacher to co-ordinate this evaluation and provide a framework for rigorous quality assurance; ensuring that CPD is of the highest quality and meets school and individual need.

Following professional development opportunities, participants complete feedback forms for the Deputy Head – Teaching & Learning indicating how he/she will disseminate the information / training to other and highlighting the usefulness of the sessions attended for their own practice. Assessments of impact are also made six months after various (relevant) external courses to measure / assess impact.

The Deputy Head – Teaching & Learning is responsible for monitoring and evaluating the impact of CPD at Farlingaye. 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. The Deputy Head – Teaching & Learning also provides summary reports to the Governing Body on the benefits of the CPD undertaken and future needs.