

**THE FRIARY SCHOOL**  
**PROFESSIONAL DEVELOPMENT POLICY**

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**1. Introduction**

- 1.1. The Friary School recognises that professional development is an integral part of school improvement. An effective programme of professional development values the role of the individual and builds commitment to the school community. We aim to develop the potential of all the staff who work at The Friary School. We wish to encourage the desire to continue to develop our knowledge and skills and to promote the idea of lifelong learning. This policy applies to teaching staff, non-teaching staff and Governors.
- 1.2. The Friary School gained The Investors in People Standard in 1998. Since then, The Friary School has worked to maintain and further improve practice in line with the principles and indicators that are recognised by this quality mark. (See Appendix 1).
- 1.3. By 'professional development' we mean any activity that increases the skills, knowledge or understanding of staff and their effectiveness in The Friary School. Professional Development may include the following elements:
  - Induction training, both for new employees and for experienced staff in new posts
  - Development activities to share good practice and update knowledge and skills to keep abreast of new developments
  - Career enhancement including the developing of skills that are required to take on a new post or the attainment of specific professional/academic qualifications.
- 1.4. Professional Development may take many forms including the following activities:
  - Whole school training, either in-house or using external trainers
  - External courses
  - Use of a consultant/external advisor to work with individuals or teams
  - On-the-job coaching and mentoring
  - Job shadowing
  - Membership of a working party/task group
  - Collaborative learning or team building
  - Observation of others teaching/working
  - Self-directed study
  - Online distance learning/conferencing
  - Action research
  - Placements at/visits to other schools/organisations

## **2. Organisation and Delivery**

### **2.1. Responsibilities**

The Professional Development Co-ordinator (PDC) is the Deputy Headteacher with responsibility for personnel matters, and has the responsibility to co-ordinate all staff development within the school. Ultimately all decisions on professional development activities and the allocation of funding are made by the PDC, in consultation with other staff.

The use of allocated funds to departments is the responsibility of the relevant Subject/Team Leaders (see Section 2.3 for more detail).

Governor training is the responsibility of the link Governor in liaison with the PDC.

### **2.2. Identification of development needs**

The identification of training needs is informed by and occurs through the following routes:

1. Performance Management is the cornerstone of effective staff development. Specific objectives are linked to the School Development Plan and the PDC is informed of training needs identified through the Personal Action Plan. Priority is given to professional development identified through this route, both at department and at whole school levels. Evaluation of previous training is key in the planning of further development.
2. Subject/Team Leaders who have the responsibility for the use of the department's allocation from The Standards Fund. The decision on the use of this funding should be made in consultation with the members of the department, through Performance Management Reviews and through department meetings.
3. Evaluation of professional development already undertaken. Formal evaluation sheets assess the value of courses and identify further training needs.
4. Recommendations and reports from School Leadership Group meetings, Subject Leaders meetings, the Pastoral meetings, Staff meetings and Governors' meetings.
5. The outcomes of any school Self-Review.
6. National, county and local initiatives. These often carry discrete funding.

### **2.3. Planning**

1. Using the information gathered from the various routes identified in 2.2., the PDC will draw up a budget plan for The Standards Fund.
2. Subject/Team Leaders will submit plans for department/area of responsibility, which should be finalised after the annual Performance Management Reviews have taken place.

### **2.4. The Standards Fund**

1. Where appropriate, funds for discrete categories are allocated directly to the Subject/Team Leader.
2. Funds for general curriculum support are allocated to Subject/Team Leaders
3. Requests for other development needs are made to the PDC who allocates funds as appropriate, informed by priorities identified through the School Development Plan and other sources as set out under 'Responsibilities' (see Section 2.1).  
This also applies to any of the following areas: management training, induction, SIMS management, health and safety, support staff, Governors, and other school issues or personal requests.

### **2.5. Booking Procedure**

1. All requests for staff development should be made via the Professional Development Request form which is submitted to the PDC.
2. Full details of the development activity, dates, costs and provider must be outlined on this form.
3. Staff are also required to identify the objectives of the development activity and links to school/department/personal development plans.

4. Once the request has been approved by the PDC, the details are passed to the Administrative Officer for booking.
5. Requests for Governor training are made by the Governor with this responsibility to the PDC. County courses are booked by the Administrative Officer.
6. The Administrative Officer will maintain an accurate record of bookings and funding for Professional Development.

#### 2.6. Monitoring and Evaluation

1. All staff who participate in any professional development activity need to consider how they will make use of the skills or information they have received. Outcomes may be used to review teaching methods, to disseminate information to colleagues, to train other and to inform planning for further development activities. As part of this process, an evaluation form is completed and returned to the manager who supported the activity.
2. It is the role of those who hold responsibilities for areas of The Standards Fund to monitor and evaluate the effectiveness of its use. This means Subject/Team Leaders and the PDC. Each subject leader produces an annual review of the training within the department which evaluates the success of training and uses this evaluation to plan future staff development.
3. The PDC compiles an annual report for Governors, based on these returns, outlining the professional development activities which have occurred, the effectiveness of the allocation of funding and future planning.

#### 2.7. Professional Development Record

1. Teaching staff are strongly encouraged to maintain a Professional Development Record which should contain the following items:
  - a) Personal Action Plan and Performance Management Objectives
  - b) Job description
  - c) Performance data on classes taught
  - d) Details of Professional Development activities
  - e) Other evidence of professional achievements, e.g. successful worksheets, schemes of work, pupil visits and extra curricular activities
  - f) Records of lesson observations
  - g) Current Curriculum Vitae
2. This Professional Development Record can be used by teaching staff to prepare for job applications, threshold application, Performance Management Review meeting, applications for a further professional qualification, e.g., NPQH.

**Appendix 2**  
**Induction of New Staff**

**A2.1. Teaching Staff**

After their appointment and before taking up their post, a new member of the teaching staff should meet with their Head of Department and the rest of the staff within the department, the Head of Year for their tutor group, and the Assistant Headteacher (Personnel).

An established member of staff, but not the line manager, will be identified as a “buddie” who will be an informal but key player in introducing the new member of staff to any areas of school systems, management and procedures that may slip through the net through absence etc. The first contact will be made on the first day at work and continue for the rest of the year.

Within the first half term, there should be regular informal meetings with the Head of Department and at least two meetings with the Assistant Headteacher (Personnel).

From the second half-term through to the end of the first year there should be at least one review meeting per half term with the Head of Department and one per term with the Assistant Headteacher (Personnel).

The number and frequency of meetings can be increased at the request of the new member of staff, the Head of Department or the Assistant Headteacher.

Areas and issues to be covered in the induction process:

*By the department:*

Department handbook  
Schemes of work  
Homework policy  
Marking policy  
SEN, IEPs differentiation  
Sanctions and rewards  
Reports  
Parents' evenings  
Professional development  
Stationery and resources, including AV arrangements and reprographics  
Health and safety

*By the Assistant Headteacher (Personnel):*

Staff handbook, concentrating on the following items:

The school day and the school year  
Absence  
Communication of information (weekly briefing and bulletin)  
Routine affecting pupils  
The pastoral system and the role of the form tutor  
Administrative and support staff  
Performance Management  
School visits  
Staffroom committee/use of staffroom/social events  
Duties  
Professional Development  
Health and safety/emergency evacuation  
Roles of managers and senior managers

## 2.2. Newly Qualified Teachers

The Friary School follows the guidelines for the managing of the Induction of Newly Qualified Teachers issued by Staffordshire LEA.

After their appointment, and before taking up the post, an NQT should meet with their Subject Leader, Head of Year for their tutor group and the Assistant Headteacher (Personnel). They should know who will be their Induction Tutor and have an outline of the Induction Programme.

The Induction Programme aims to help NQTs to make a smooth transition into the everyday life of the school. The programme will enable NQTs to understand how the school functions. It supports their development to become an effective practitioner and make a contribution to the wider life of the school.

### The Role of the School Co-ordinator

The Deputy Headteacher (Personnel) will act as School Co-ordinator for the Induction Programme. This role includes the following responsibilities:

- Managing the NQT Induction Programme at The Friary School
- Making essential documentation available to the NQT
- Organising a 10% reduction in timetable for the NQT
- Appointing and preparation of Induction Tutors
- Making arrangements for termly Assessment Meetings
- Ensuring the completion of essential documentation and its return to the LEA
- Maintaining a written record of observations, action plans and reviews
- Maintaining a written record of the use of DfES funding for induction

During the first term of the Induction Programme, the School Co-ordinator will meet regularly with NQTs, generally as a group, to discuss key policies and procedures, as well as sharing common problems or points of concern. The School Co-ordinator will observe each NQT teaching and give written feedback, at least once in the Autumn Term and at least once in the Spring Term. The School Co-ordinator will also organise any additional training activities that have been agreed during the Induction Programme.

### The Role of the Induction Tutor

The Induction Tutor, who is usually the Subject Leader, is responsible for delivering an individualised programme based on the Career Entry Profile and the Induction Standards. The Induction Tutor will meet the NQT on a weekly basis to give support and guidance also to monitor and review progress. The Induction Tutor should observe lessons taught by the NQT at least once every half term and provide written feedback. The Induction Tutor will meet with the NQT and the School Co-ordinator for a termly assessment meeting. The Induction tutor will complete the necessary documentation for this review. Records of meetings, observations, action plans and assessment documents should be kept by the NQT and the Induction Tutor. The Induction Tutor should liaise with the School Co-ordinator to plan opportunities for the NQT to observe the teaching of experienced colleagues and to provide other training based on identified needs.

Should an NQT wish to raise any issues or concerns about the Induction Programme, they should seek a meeting with their Induction Tutor / School Co-ordinator / Headteacher / LEA Induction Co-ordinator as appropriate.

The School Co-ordinator will keep the Headteacher informed about the progress of NQTs. The Headteacher will, in turn, keep the Governing body informed about the progress of NQTs.

### **A2.3. Non-Teaching Staff**

Induction of non-teaching staff is the responsibility of their immediate line manager, supported by the line manager on the teaching staff.

After their appointment and before taking up their post, a new member of staff should meet with the line manager on the teaching staff.

After their appointment, and before taking up their post, a new member of staff should meet with their immediate line manager, the teaching staff line manager, and other members of staff with whom they will be working.

There should be regular informal meetings with the line manager in the first 6 weeks, and a formal review after 3 months.

The number and frequency of meetings can be increased at the request of the new member of staff, their line manager or the teaching staff manager.

Areas and issues to be covered in the induction process:

*General:*

The school day and the school year

Absence

Communication of information

Administrative and support staff

Annual reviews and training

Health and safety/emergency evacuation procedures.

*Job specific*

As relevant to the job description.

**Appendix 3**  
**Initial Teacher Training**

- A3.1. The school supports departments who wish to offer placements to student teachers. Each ITT provider has its own requirements but in general, the common features are as set out below.
- A3.2. School Co-ordinator  
The school co-ordinator is the Assistant Headteacher (Personnel).  
The co-ordinator takes an overview of the school based experience and carries out quality assurance procedures also acting as co-assessor.  
The co-ordinator liaises with the mentor about the student's programme and assists in setting up school wide features, including inducting the student into the wider life of the school and general professional issues.  
The co-ordinator liaises with the link university and certifies completion of the school practice.
- A3.3. School Mentor  
The student's mentor is normally the Head of Department but this may not always be the case. The mentor will be an experienced member of staff who can provide training in subject knowledge and application as well as appropriate classroom teaching skills.  
The mentor must be sympathetic and supportive of the needs of the student, encouraging the student to develop a wide range of teaching/learning strategies.  
The mentor must be willing to take on the role and able to manage the additional commitment involved.
- A3.4. Funding  
The majority of the funding received by the school is allocated to the department hosting the student.  
A small percentage is withheld for general administration and to support the purchase of general training materials.  
The department may use the funding as an appropriate way to enhance resources or for professional development purposes.