

## STAFFING

### STAFF DEVELOPMENT POLICY

Reviewed and updated by the Full Governing Body: July 2009

Next Review due: June 2010

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## Introduction

At Paignton Community & Sports College we consider all members of the College staff to have an important role to play in the development of the College as a Learning Community.

We would wish to encourage all members of the College staff to take ownership and give high priority to their own professional development.

We believe that relevant training opportunities can be provided for all our staff to improve their knowledge, skills and practice in order to raise standards and improve the quality of provision for all our learners.

## Aims of the Policy

1. To encourage all staff to reflect upon their personal and professional development and advise and support them in the planning of training to facilitate this.
2. To provide equality of opportunity for professional development through the use of a wide range of development opportunities best suited to the needs of individuals.
3. To provide good quality training for all staff within the budget provided which supports the College Development Plans, Government policies and LA Development Plans as well as the needs of individual staff.

## Objectives

- a. To identify Professional Development and Training needs.
  - b. To ensure equality of opportunity and enable staff to access training.
  - c. To provide good quality training opportunities and make the most effective use of available budgets
- a. To identify Professional Development and Training needs.**

**Method: Developments, planning, delivery, advice, information and support.**

- ❑ **Development** opportunities in CPD and training are tracked by the Assistant Principals, with responsibility for Professional Development.
- ❑ **Planning.** The CPD Co-ordinators, in consultation with the Principal, produce an Annual College CPD Development Plan in response to College Development, Government and LA / School Improvement Partner (SIP) priorities. This is then discussed and approved by the Leadership team before being presented to the staff.

- ❑ **Delivery.** The CPD Co-ordinators organise a programme of training to be delivered on Non-Pupil Training Days to support the agreed objectives within the restraints of the available budget.
- ❑ **Advice, information and support for individuals.** The individual training needs of teaching staff are discussed with their team leaders as part of the Performance Management Programme where objectives are set and Professional Development needs identified. These will support Whole College/Department/Faculty plans as well as those of the individual. The individuals concerned, the Principal and Team leaders have access to this information, which is otherwise confidential. The teaching staff at Paignton Community & Sports College have agreed that the CPD Co-ordinators can also access this information in order to advise on and plan training and manage the training budgets.
- ❑ Information on courses is made generally available in staff work areas and CPD noticeboards. Groups and individual staff are also targeted with specific course information.
- ❑ The CPD Co-ordinators act as advisors to staff with regard to the suitability and availability of training courses. Although much of this support happens on a daily and informal basis, a Professional Development Interview may be requested.
- ❑ The CPD Co-ordinators and Professional Tutor jointly plan a programme for NQT/CPD Meetings. All newly qualified teaching staff are directed to attend but all staff are invited to share good practice and good quality training they have experienced.
- ❑ Currently Support Staff needs are either identified through the College Development Plan priorities or by Team Leaders. The CPD Co-ordinators discuss these with team leaders and individuals before facilitating them. A new review system has been developed and is working well.

**b. To ensure equality of opportunity and enable all staff to access training.**

**Method: Access, application procedures, financial support.**

- **Access.** All staff may apply for training, which they perceive necessary for them to carry out their work effectively. The College wishes to support staff so the proposed training is discussed within the context of development plans, availability of funding, timing and the suitability and quality of provision. Discussion is encouraged between the individual and their team leader, the CPD Co-ordinators, or another member of the Leadership team. Heads of Faculty and Pastoral Leaders also identify needs and discuss them with the CPD Co-ordinator before they become part of their Development Plans.
- ❑ Most training takes place within directed time, which includes the Non-Pupil Training Days.
- ❑ Part-time teaching staff, are expected to attend training days in proportion to the time they are contracted to work for but are encouraged to attend all training sessions through the use of Directed Time.
- ❑ Support staff and supply teachers are invited to attend sessions provided for teaching staff on training days. Support staff should refer to the document Non Pupil Days issues to support staff in November 2004.
- ❑ To increase opportunities for training, **ALL** College staff have free access to courses which result in a qualification, available within the College Community Education Programme. Twilight sessions are provided periodically for IT Training. College Community Education recreational courses are available at a reduced cost to all staff and are free to Sixth Form students.
- **Application Procedures**
  - ❑ Training requested by individuals should be made to the CPD Co-ordinators on a "Leave of Absence Form", which must be signed by their team leader.
  - ❑ The CPD Co-ordinators make a recommendation to Executive.

- ❑ Executive considers all requests for leave of absence. If an application is refused an explanation will be given to the member of staff concerned.
- ❑ A member of staff has the right to appeal to the Principal or to the Governor's Personnel Committee if they feel they have been unfairly treated.

- **Financial Support**

- ❑ Travel expenses can be claimed for travel to and from courses. Subsistence can be claimed in some circumstances.
- ❑ The College can make advance accommodation and travel arrangement bookings for staff. Staff who are in temporary financial difficulties which might prevent them from attending a training course, should inform the CPD Co-ordinators who may be able to arrange for some support.
- ❑ Grants may be applied for, to support particular types of training or research. Applications should be discussed with the CPD co-ordinators. The Principal's approval will be sought.
- ❑ Some applications for support may be made to the Governors for staff training/development. This should be done in writing after discussion with the CPD Co-ordinator and presented to the Governors Personnel Committee.

- c. **To provide good quality training opportunities and make the most effective use of available budgets.**

**Method: Buy in expertise, vary provision, training the trainers, accredited courses, response to government training initiatives, research and flexible learning, supportive resources, monitoring, evaluation and response.**

- ❑ **Buying in expertise** is the most cost-effective method of training large groups of people in issues relevant to all.
- ❑ **Varying provision.** By providing training in a variety of formats we aim to allow different approaches and more dialogue.
- ❑ **Training the trainers** to in turn train College staff in-house allows staff trainers the opportunity of a further qualification and the staff to benefit from a more focused training in response to their needs. Availability of in-house support also extends the learning period.
- ❑ **Accredited courses.** Flexible learning programmes are used so staff can work at their own speed on in-house training.
- ❑ **Response to Government training initiatives** is a key element of our CPD Programme and an important part of our drive to improve standards. We are committed to a cutting edge approach to educational issues and training.
- ❑ **Research** in the classroom is a growing area of development. The College wishes to build on the work already undertaken in the development and piloting of new qualifications and approaches to teaching and learning.
- ❑ **Support Resources** will continue to be developed to be used as a reference by staff to build training into practice.
- ❑ **Flexible learning.** Elements of choice are built into training where possible to improve relevance for staff of differing experience.
- ❑ **Virtual Learning.** There are increasing opportunities for Virtual Training through Teachernet and the National College for School Leadership.

**Monitoring, Evaluation and Response**

- ❑ A CPD and training profile is provided to allow all staff to keep their own records of training undertaken. A record sheet is also provided in the staff handbook.

- ❑ A CPD database of training undertaken by staff is built up from information provided on the "Leave of Absence Forms". Training is monitored through this. Records are sent to all staff annually and can be made available on request.
- ❑ The Finance Department debits training standards funds for the costs incurred, and advises the CPD Co-ordinator of balances so spending can be monitored.
- ❑ Evaluation is used routinely and requested for all training provided.
- ❑ The CPD Co-ordinator reads and analyses all evaluations
- ❑ All non-pupil day training evaluations are analysed and the results are used to inform planning.
- ❑ Staff are asked to log evaluations and reports in their CPD/Training Profile. Evaluation of individual courses provided is logged on the CPD database.
- ❑ Faculty and Pastoral Leaders see completed evaluations so they can monitor training provided.
- ❑ Evaluation information is used to improve on aspects of the organisation and delivery of courses in-house and to identify outstanding and poor trainers.