

Bourne Education Trust Training and Development Policy

1. Rationale

In order to meet the diverse and changing needs of its students and staff, The Bourne Education Trust constantly reviews and evaluates its provision and development needs. Each 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

The Bourne Education Trust is a "learning community" where all are encouraged to be involved in a continuous process of development, improvement and reflection. The school is committed to fostering a positive climate for continuous learning. Continuing Professional Development is the means by which the Trust is able to motivate and develop its community. It does so at a variety of levels - individual, team, school, trust and through wider networks.

The trust is committed to appropriate and personalised opportunities for development and believes that staff should take ownership and give a high priority to professional 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.

The Bourne Education Trust'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 the Bourne Education Trust, to address individual need and the fundamental aim of ensuring that training addresses and supports the trust vision and needs.

3. Aims

- To ensure the staff development policy facilitates trust improvement by supporting School Development Policy priorities.
- To identify and prioritise CPD which is included in departmental plans which feed into the School Development Plan.
- 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. Policy in Action

Professional development will encompass a full range of opportunities from both internal programmes and external providers. When establishing priorities, the following is taken into account:

- National initiatives, priorities and standards frameworks
- School development plan priorities
- Faculty and subject priorities
- Individual professional development needs
- On-going school needs.

5. Identification of need

- Department Heads, Subject Leaders, Year Co-ordinators, the Leadership Team and those responsible for Performance Management identify training and development priorities.
- Performance management priorities are generated in response to departmental plans and/or the School Development Plan which in turn guides appropriate Appraisal / PM targets. Appraisal /PM meetings identify individual CPD needs for staff.
- Each school will have a Training/ Professional Development budget which is held by a nominated individual. When priorities have been identified and articulated through the Development Plans or individual meetings with staff, course forms are completed and submitted. Training costs are taken from the allocated budget.
- External course bookings also support the introduction of new initiatives, curriculum and specification changes.
- On completion of training staff are required to share resources or outcomes at departmental/pastoral meetings.
- 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.
- 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.
- Governors are involved in training and receive a report at Governors meetings; they can also participate through the LA Governor Training Programme. Both good practice and compulsory sessions are attended by Governors.
- Professional development (INSET) 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.
- The 'in-house' CPD programme has been developed to meet the needs of staff. Weekly sessions encourage development and collaborative work amongst colleagues. Staff are encouraged to take an active part in participating and leading sessions.

6. Staff Development Opportunities

6.1 Visitors / Interviewees

- Support is given to staff from other schools who wish to spend time at the Bourne Education Trust. 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 and the school takes account of their views on procedures.
- 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.

6.2 Induction

- All new staff at The Bourne Education Trust take part in a full induction programme. 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. All NQTs attend the subject specific organised courses which further supports teacher development and confidence. This is co-ordinated by the school Professional Tutor or equivalent.
- For individuals promoted internally or changing posts, support will be offered between the appointed person and the line manager
- 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.

6.3 Professional Development/INSET 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.

6.4 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
- Working Party involvement
- MA study
- Visiting other schools
- Membership of professional organisations
- Leadership courses
- Improving Teachers Programme for personalised support

Coaching programme

- Formal and informal lesson observations
- Supporting professional interests (e.g. Key Practitioner, leading a regional subject network)
- National engagement in and with conferences
- National College pilot courses and ongoing courses
- Partnership work with other schools (Trust Sub Hubs Leading Edge and Teaching Schools)

7. Evaluating Impact and Disseminating Good Practice

All staff are responsible for evaluating and disseminating (where appropriate) CPD. It is the responsibility of the SLT member responsible for CPD 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.

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