

Oaks Park High School

Title of Policy:	Continuing Professional Development
Person responsible:	K Wyre
Date for review:	2017

School Principles and Values

Oaks Park High School:

- is committed to fostering a positive climate for continuous learning. It is a 'learning community' where all staff are involved in a continuous process of improvement and enrichment;
- believes that a coherent and progressive opportunity for all staff to develop professionally and personally raises both standards and morale, provides personal and professional fulfilment and has a positive impact on improving students' learning;
- recognises and values the contribution that all learners make, regardless of their length of service or position in the school. Good learning takes place in both formal and informal contexts and we seek to promote a culture where learners seize all opportunities available to develop their skills and knowledge.

Entitlement

Everyone involved in the school community has an entitlement to high-quality induction and continuing support and development. Through CPD, members of the learning community are able to develop skills and competencies progressively, allowing them to build on and reinforce their experience and expertise.

Each member of the school learning community is responsible for:

- reflecting on their practice, determining their strengths and areas for development and recording these reflections in a professional development portfolio;
- reflecting on all CPD experiences and disseminating their learning to relevant colleagues;
- making the most of the professional development opportunities, including learning with and from colleagues, both in this school, neighbouring schools and beyond;
- engaging fully in the performance management process.

Identifying Need

Professional development will be provided to meet the needs of the school and those of the individual as identified through:

- The School Improvement Plan;
- The Curriculum Team Improvement Plan;
- Performance Management;
- Government initiatives and Local Authority initiatives;
- DfE guidance for newly qualified teachers;
- National Standards - for example, for teachers, support staff or governors.

Funding for CPD will reflect the priorities identified within the school's School Improvement Plan.

Provision

Our CPD programme offers a wide range of development opportunities for all staff, including:

- Induction.
- Performance management and review of job description.
- School, cluster and LA in-service training, workshops and conferences.
- Joint staff and governor meetings and training sessions.
- Paired reviews of students' work.
- Paired teaching and observations.
- Membership of working groups.
- Courses, conferences and seminars.
- Coaching and mentoring.
- Membership of local and regional networks.
- Membership of professional associations.
- Placements and secondments.
- International professional development opportunities.
- Preparation for new roles and responsibilities such as leadership and management.

Evaluating Impact and Disseminating Good Practice

All professional development activities are monitored for their impact. Following professional development, the participant is encouraged to investigate opportunities to disseminate to other staff. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD leader will be responsible for organising the circulation of relevant resources; a session at a staff or subject meeting; introducing a learning or teaching strategy and inclusion on the school website.

Evaluation will be undertaken at a variety of levels, including:

- immediate/short term evaluation by participants;
- longer term follow up for a sample of CPD undertaken, usually at a period no less than 6 months following the provision;
- informal discussion with colleagues about improved practice and impact.

Use will be made of appropriate DfE and other documents to aid the evaluation of the impact in both quantitative and qualitative terms. This may include:

- student and school attainment;
- record keeping;
- more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches;
- a climate of supporting success and effort;
- increased staff confidence, enrichment, motivation self-esteem, willingness to take risks, collaboration, reflection;
- greater student enthusiasm, engagement and commitment;
- good recruitment and retention;
- good career progression for staff.

Role of the CPD Leader

The CPD leader will be responsible for:

- overseeing the implementation of the policy;
- deciding whether any follow up is needed with the provider, following professional development;
- annually reviewing whether any aspects of the CPD provision, eg. service level agreements or subscriptions, do not represent value for money and make appropriate recommendations to the Headteacher and governing body;
- assessing the value for money aspect of CPD through monitoring and evaluating impact;
- ensuring that CPD systems and procedures conform to current research findings;
- providing a yearly plan for CPD to the Headteacher and governors.

Induction of New Staff

All new staff require time to adjust to a new school, whatever their position. It is the responsibility of the line manager to ensure that new staff receive the following support and information:

- An opportunity to visit the school prior to taking up appointment, when information will be provided and expectations communicated.
- A staff planner, to enable new staff to familiarise themselves with school procedures.
- A departmental handbook and schemes of work.
- Any other information or items required - eg. keys; timetables; duty lists.
- A formal meeting with the line manager within the first two weeks to discuss progress.
- A half termly meeting with the line manager to discuss relevant issues.
- An introduction to the office staff.

Induction of Newly Qualified Staff

It is important that newly qualified teachers are fully supported during their first year of teaching. The school provides an induction programme for all NQTs (See Support for NQTs), in conjunction with team leaders. Some of the programme may be relevant for new staff, who should feel free to attend where appropriate.

Rationale

The first twelve months of teaching is very demanding and also of considerable significance in the professional development of a new teacher. Our induction process ensures the appropriate guidance, support and training, to include the development of skills, knowledge, expectations and observations, is provided through a structured and flexible individual programme. This programme will enable an NQT to create a secure foundation upon which a successful teaching career can be built.

Purpose

Our induction process has been designed to make a significant contribution to the professional and personal development of NQTs. The purpose of induction includes:

- Provision of programmes appropriate to the individual needs of the NQT; appropriate counselling and support through the role of an identified mentor; examples and opportunities to recognise and celebrate good practice; opportunities to identify areas for development.
- Assisting NQTs to form good relationships with all members of the school community and stakeholders; become aware of the school's role in the local community; encourage reflection of their own and observed practice; develop an overview of teacher's roles and responsibilities; meet all core standards

All staff will be kept informed of the school Induction Policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach towards teacher induction and recognises that the quality and commitment of those who supervise the induction process is a crucial factor in its continued success.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Prior to any decision on appointing an NQT, careful consideration should be given to whether the school currently has the capacity to fulfil all its obligations. The governing body will also be kept aware and updated on induction arrangements and results of formal assessment meetings.

Roles and Responsibilities (cont.)

The Headteacher

The Headteacher plays a significant and leading role in the process of inducting new colleagues into the profession. Whilst responsibility for the implementation of the Induction Programme is delegated to an induction tutor, the Headteacher will also observe each NQT at least once each term. Statutory responsibilities are:

- ensuring that an appropriate induction programme is set up;
- informing the LEA on whether an NQT has met the requirements for satisfactory completion of the induction period.

In addition to the statutory requirements the Headteacher will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards;
- keep the governing body aware and updated on induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the induction tutor is responsibility for the overall management of initiating NQTs into the teaching profession and into Oaks Park's systems and structures. It entails not only a coordination role, but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor is appointed to provide ongoing support on a daily basis. The mentor will contribute to judgements on progress against the core standards.

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring necessary to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for NQTs at Oaks Park High School are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment, with time to discuss the Career Entry and Development Profile; developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff, where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe the teaching of experienced colleagues.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme.
- Teaching to be observed by experience colleagues.
- Receive prompt written and oral feedback on the teaching observed and receive advice as necessary.
- Opportunities for further professional development based on agreed targets.

Lesson Observation, Reviewing and Target Setting

These will be followed and completed in accordance with the DFES guidelines on NQT Induction.

Assessment & Quality Assurance

- The assessment of NQTs will be rigorous but also objective.
- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (eg. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.

Termly reports will give details on:

- areas of strength;
- areas requiring development;
- evidence used to inform judgement;
- targets for coming term;
- support to be provided by the school.

At Risk Procedures

If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place:

- An expectation established that the support provided will enable any weaknesses to be addressed.
- A recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the LEA without delay.

Where an NQT has continuing difficulties, further support, advice and direction will be provided. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head/LEA adviser will support the induction tutor, mentor and NQT in observations; planning an appropriate programme to ensure satisfactory completion of the NQT year and all steps have been taken to improve the situation.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them, the NQT should raise concerns with the named LEA contact. The named LEA contact is **Kelvin Wilson**.

Supply Teachers

Supply teachers are brought into the school as necessary. Team leaders are responsible for ensuring that meaningful work is left for all classes and guiding a supply teacher on the nature of the work and appropriate resources. Wherever possible, subject specialists will be called in.

Team leaders should ensure that long-term supply staff are also made aware of:

- Health and Safety and Fire Regulations;
- procedures for discipline;
- information on the pastoral system;
- a list of staff and contacts;
- information on where cover lists and work are kept;
- teacher's pigeonhole for daily information.