NORBURY HIGH SCHOOL for GIRLS

Professional Development Policy

Review date:	**Nov 2026**
Next review date:	**Nov 2026**
Staff resp. for review:	**ARO**



PROFESSIONAL DEVELOPMENT POLICY

Our school ethos statement

‘Norbury High School for Girls, part of The Wandle Learning Trust, is a unique, forward-thinking and diverse community dedicated to delivering our key values:

Empowerment – As a single-sex school, we empower the women of the future and support our girls to realise their potential.

Equality – We celebrate the diversity within our community, and our students understand and embrace each other’s differences.

Empathy – Our students learn to treat each other with respect and understanding, developing interpersonal skills of empathy and communication during their time at our school.

Excellence – Our students are given the tools and support they need to aim high, become independent learners and achieve their best.

Norbury High provides its students with the support, knowledge and opportunities they deserve, to become empowered and empathetic individuals, who value equality and strive for excellence.’

The aims of staff development at Norbury High School for Girls

At Norbury High, we actively encourage the professional development of all staff.

The ultimate aim of staff development is to improve the quality of education for students in the school, both by improving the standard of teaching and learning, and by developing the community in which the learning takes place. The encouragement of the professional growth of teachers should contribute both to their classroom teaching and their part in the wider life of the school, as well to their career enhancement.

Support staff needs are also addressed as they too are crucially important in supporting teaching and learning and in delivering our key values as a school community.

At Norbury High, the senior leadership team believe that staff wellbeing is fundamental to staff development and aim to ensure that staff wellbeing is embedded in the appraisal process to enhance and encourage staff development.

Achieving these aims

The process:

- Development and training will be a continuous, planned and systematic process based on the identification of the needs of the school, the faculty and individual staff
- Development and training will be integral to and driven by the school development plan
- Professional development (PD) will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks

- All staff are encouraged to take responsibility for their professional development and to keep their PD profile on National College up to date with training and PD activities
- All staff and governors will have access to training and development activities
- This will include the induction of all new staff including early career teachers and all non-teaching staff
- Whole school development is central but individual staff needs arising from appraisal reviews will be a feature as resources allow

How will decisions be made?

- The school has a Deputy headteacher (DHT) who leads on PD whose duties are the day-to-day management of this area of work with the support of an admin officer
- Training and development issues will be discussed by the middle, extended and senior leadership teams as necessary
- Continuing Professional Development (CPD) audits will be conducted to identify PD needs and this analysis will be shared with middle management to implement PD plans in collaboration with the DHT

Funding
Training and development funding will be derived from the school budget authorised by the DHT responsible for this budget. In the past, we have also used the apprenticeship levy to fund a range of different professional development opportunities for staff.

What form will professional development activities take?
These are numerous and include: whole school training and development activities during Inset and twilight time, off-site courses (inc. qualifications), school visits, carrying out research and development activities with colleagues, team teaching, work shadowing, coaching and mentoring, action research projects, sharing expertise, networking and collaborating, working party involvement, on-site training such as: first aid, Mental Health First Aid, the Masters in Education cohort, National Professional Qualifications (NPQs) middle leaders training, in-class advisory support, pupil pursuits and lesson observations.

Times will include: day release from school, Inset days, twilight sessions, private studies, weekend or holiday courses, working from home, short sessions/meetings within the school day.

PD planning

- This is integral to the processes of school development planning; a CPD development plan is included in the school development plan which is based on the needs of the school, the faculties and individual needs as identified in performance management review or via line managers; this plan includes estimated costs and outlines procedures for monitoring and evaluating its effectiveness
- Dependent on the school diary, teachers and support staff will be provided with cover to release them to undertake activities if these take place in the school day
- The member of staff must request permission for external courses via National College at least one week in advance; their request must be approved by their line manager and must be diary checked before overall approval is given by the DHT in charge of PD

- Once the CPD is approved on National College by the relevant line manager and the DHT then the member of staff can submit a purchase order for the PD activity to Finance

Evaluation

- Staff are encouraged to provide evaluation and feedback of PD activity via National College
- In most instances it is expected that staff will feedback and share with relevant teams what they have learnt on external courses through CA meetings
- Accreditation of the professional development of staff will be supported if possible
- Line managers are responsible for monitoring, evaluating and ensuring the dissemination of PD activities within their area
- Recognition of significant PD achievements are celebrated with the staff body in meetings or via SLT emails (when staff involved are happy for this to be shared)