



Professional Development Policy

Review date: **September 2022**

Next review date: **September 2023**

Staff resp. for review: **NCL**

Realising potential, nurturing leaders of the future

PROFESSIONAL DEVELOPMENT POLICY

Our school ethos statement

‘Norbury High School for Girls is a community where all students and staff are valued as individuals. We take strength from our cultural diversity and pride in our cultural richness and use this to prepare students to actively embrace their place in the local and global community.

At Norbury High School for Girls we aim to enable all students to live a full and active life. We promote the value of knowledge and push every student to achieve their full academic potential. We are committed to providing a curriculum that develops self-confidence, strong communication and leadership skills as well as a healthy lifestyle.

We are dedicated to preparing students for the future – to developing confident, motivated and resilient independent learners. Norbury High School for Girls students are encouraged to establish a strong sense of self-worth; they become articulate young adults who are both creative and enterprising.’

The aims of staff development at Norbury High School for Girls

‘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.

At Norbury, 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 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 BlueSky 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 performance management reviews will be a feature as resources allow

How will decisions be made?

- The school has an assistant headteacher (AHT) 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 AHT

Funding

Training and development funding will be derived from the school budget.

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), carrying out 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, MHFA, MA cohort, 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, 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 BlueSky 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 AHT in charge of PD

Evaluation

- Staff are encouraged to provide evaluation and feedback of PD activity via BlueSky
- 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

An equality impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics, i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.