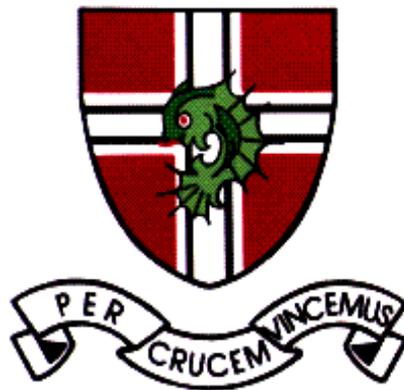


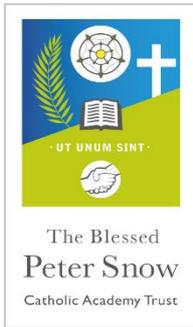
St John Fisher Catholic Voluntary Academy



Staff Development Policy

March 2016

The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

Staff Development Policy

All staff at St John Fisher Catholic Voluntary Academy are valued as members of the school and have a role in its improvement as a learning community. All staff have an entitlement to development and training related to their jobs and are encouraged to work towards personal and professional fulfilment. We expect all staff to be open to development and to be pro-active in seeking opportunities for this. For the purposes of this document, the phrase "teaching staff" is deemed to include temporary and permanent full-time and part-time teachers, Graduate Teaching Programme (GTP) students, Initial Teacher Training (ITT) students and Cover Supervisors. For the purposes of this document the phrase "Support Staff" is deemed to include temporary and permanent full-time and part-time administration staff, technicians, first aid assistants, librarians, caretaking staff and lunchtime supervisors. Educational Teaching Assistants (ETAs) are to be included as appropriate in either category.

Aims:

To identify the training needs of staff through the Performance Management and Support Staff appraisal systems.

To ensure that all staff within the community of St John Fisher have an equal entitlement to good quality In-service training (INSET).

To ensure that the school continues to develop as a learning community.

To ensure that training and development related to their job encourages every member of staff to work towards personal potential.

To ensure that Continuous Professional Development (CPD) contributes towards the objectives outlined in the School Development Plan (SDP).

Process for Teaching Staff:

- Specific departmental needs for teaching staff are collated by the Head of Faculty / Leaders of Learning for Appraisal who identifies requirements for individual CPD. These will be passed to the Teacher Tutor/Financial Assistant for recording and generally funded through Faculty allocations provided for this purpose.
- In addition, other areas not directly connected with Appraisal, but necessary for individual development can be put forward by Heads of Faculty as need arises.
- Whole school areas for CPD from the SDP are presented by the Appraisal coordinator for individual teachers to consider in discussion with their Line Managers for the setting of Appraisal objectives.

CPD for the above three categories can take many forms including the provision of external courses, internal sessions, coaching or observations.

- CPD areas connected with necessary whole school development are identified by the Senior Leadership Team (SLT) for staff development and are undertaken by all teaching staff, GTP students and cover supervisors mainly as internal development through courses, workshops, observations and coaching. Normally, these will dictate at least one Appraisal objective. Funding for this purpose is centrally retained.

Process for Support Staff:

- Specific school needs for Support staff are collated by the Line Manager who identifies requirements for individual CPD, which will be captured through the appraisal process.
- In addition, other areas not directly connected with appraisal, but necessary for individual development can be agreed with Line Managers as need arises.
- Whole school areas for CPD from the School Development Plan (SDP) are presented by the Line Managers for setting as an appraisal objective.

CPD for the above three categories can take the form of external courses, internal sessions, coaching or observations.

Management:

All requests for CPD, or resources to facilitate CPD from central funding are forwarded to the Assistant Head Teacher (AHT) on the school form (see appendix A), which must include details of the reasons for the request and potential use of the CPD, the signatures of both staff member and Appraisal Line Manager/Line Manager and approximate costings.

Forms are processed on a needs basis for both individual and school. Informal weighting is applied to requests on the basis of

- Length of service; NQTs, GTPs, teachers in their first four years of service and support staff in their first two years in a particular post are always regarded as priorities
- Course providers; some offer better value for money than others
- Location; normally courses further away than Manchester and York are not supported because of the extra expenses incurred. Further, many of the areas needed are covered by training in Leeds, Wakefield, Huddersfield, Manchester and York.

- Importance in the smooth running of administrative systems as new technology/systems are introduced.
- Frequency of requests: whilst there may be an immediate need for one individual to be supported in their CPD with great frequency in one academic year, they would not usually be a priority for the next.

Impact on Teaching and Learning:

Records of all external training are retained at the centre by AHT; monitoring and evaluation of individual CPD effectiveness is managed as part of the Appraisal process by Heads of Faculty / Leaders of Learning / Appraisal Line Managers.

A careful balance is struck between developing the CPD requirements of the teacher and the impact on their classes of absence. This is monitored by the Deputy Headteacher. With this in mind the following controls are applied

- In-house training is used wherever possible after school or in Rota time
- Mass absences are avoided as far as is possible
- Teachers leave appropriate work for cover lessons
- Individual groups are monitored to check on the amount of teacher absence.
- Support Staff training ensures that posts are covered adequately during the absence of the post holder.

Impact on school budget:

In-house training is used whenever possible, after school or in Rota time

Allocated faculty funding is used whenever possible before the AHT will authorise spending from the central pot.

Cover is worked such that insurance cover is stretched to INSET if there are available hours

Cover supervisors are employed to reduce supply costs by about 50%

Terms used:

CPD	Continuous Professional Development
INSET	In-service training
NQT	Newly Qualified Teacher
GTP	Graduate Training Programme

AHT **Assistant Headteacher (Quality Assurance)**
SLA **Support Learning Assistant**
ITT **Initial Teacher Training**
SDP **School Development Plan**
PM **Performance Management**

Equality Impact Assessment

School	St John Fisher Catholic Voluntary Academy Dewsbury
Date	January 2016
Lead member of staff	Mr K Higgins
Other involved staff/role	Teacher Tutor, Assistant Head, All Colleagues

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Review of Staff Development Policy

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **N**

Promoting equality of opportunity **N**

Fostering good relations **N**

Please explain

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Discussed at the Academy Council Resources Committee - January 2016 Considered by SLT, AHT and Teacher Tutor prior to this.
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Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability		Neutral	
Race		Neutral	
Sex		Neutral	
Gender reassignment		Neutral	
Pregnancy, maternity		Neutral	
Religion/belief		Neutral	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

Explain in more detail

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