Staff Development Policy 2023-2024

Coordinator	Natalie Prudhoe
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Agreed by LT on	6th June 2023
Does this policy need to be agreed by Trustees? If yes, which committee?	No n/a
Agreed by Trustees on	n/a
This policy is communicated by the following means:	
Trustees	Trustees consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint
Parents	N/A
Students	N/A

Contents

1. Overview

At Clapton Girls' Academy (CGA) we recognise that the most valuable asset in achieving our goals, values and priorities is having highly trained, skilled staff. CGA is committed to providing a programme of continuous professional development (CPD) and training that enables teachers and support staff to carry out their roles effectively, progress in their roles and have a direct impact on achievement for all students. Professional learning takes place on many levels at CGA not just through external or internal inset training or CPD, but through the everyday communications, discussions, observations and actions of our whole staff body.

2. CPD Expectations

What staff should expect from the academy
Each member of staff has the right to expect to receive high quality staff development which gives opportunities to:

➢ Be inducted into the academy (*please see Staff Induction Policy No. 32*)
➢ Be supported to develop the competence and capability for which the member of staff has been employed.
➢ Have the opportunity to develop new competencies and capabilities of relevance to individual's employment at the academy.
➢ Participate in the academy's CPD programme and Professional Development Inquiry (PDI) process, which gives opportunities for ongoing support, a mid-year and annual review of the individual's personal, professional development.
➢ Be supported to maintain a healthy work/life balance.

What the academy expects from its staff
The academy has the right to expect that each member of staff, as part of the individual's contractual obligations will:

➢ Develop competence and capability which are aligned to their own development and the academy improvement plan.
➢ Undertake statutory training as required within the necessary timescale.
➢ Participate in the academy's staff PDI process which includes opportunity for appropriate ongoing support, undertaking a mid-year and annual review and identifying plans for the future.
➢ Take personal responsibility for updating specific expertise on a regular basis, and as appropriate to the nature of the individual's post.
➢ To share good practice with colleagues.
➢ Identify training needs and review the impact of staff development by using the appropriate systems and procedures.

We recognise the need to provide tailored CPD opportunities for staff at different stages of their teaching careers.

3. Staff Development at Clapton Girls' Academy:

3.1 Professional Learning Days (PLDs)
Provide opportunities for staff to engage in stimulating cross-curricular discussion about current evidenced based research to support improvement and enhance professional knowledge and practice that meet the objectives of the Academy Improvement Plan (AIP).

3.2 Monday briefings (8.30-8.40)
Provide key information relevant to the week ahead and incorporate training on key areas of the AIP. The Monday briefings also provide opportunities for staff to share best practice and resources via cross-curricular links and discussions.

3.3 Thursday Year team and Faculty briefings (8.35-8.40)
Provide colleagues with key updates and important information about the year team or faculty and allow colleagues to share strategies to support improvement in teaching practice or student behaviour and outcomes.

3.4 Lesson Observation Cycles (All lesson observations are ungraded)
Autumn term: The 1-hour formal lesson observation supports improvement in the Making Every Lesson Count, teaching principles: Challenge, Explanation, Modelling, Deliberate Practice, Questioning and Feedback. Thorough analysis of areas of strength, development and review in each teaching principle, classroom based staff are provided with clear teaching for learning targets that support professional development. The autumn term lesson observation cycle also supports faculties to identify areas of strength and development in teaching practice within their faculty teams, helping Heads of Faculty with action planning and sharing of best practice.. The autumn term lesson observation cycle also contributes to the monitoring and evaluation of the quality of education, helping Heads of Faculty (HOF), Heads of Department (HOD) and the Leadership team to review the curriculum, and how well this is sequenced to, support progress of all students.

Spring Term: The faculty based learning walks provide opportunities for faculties to identify strengths and areas for development in the quality of the curriculum, teaching for learning and assessment. Learning walks help faculties to share and develop best practice and provide opportunities for staff to provide feedback and coaching. All faculty based teaching staff are involved in the learning walk cycle, supporting staff to improve their teaching practice and evaluate the impact of the curriculum, teaching for learning and assessment on the progress of all students. Learning Walks provide a development opportunity for HOFs and HODs to articulate their curriculum intent, review the implementation of it and evaluate its impact with their team line manager.

Summer Term: Peer lesson observations are used to support the PDI cycle. Professional Development Coaches (PDC) will observe each other to identify strengths and areas for development on the PDI process. Peer observations are an opportunity for staff to share and develop best practice and learn from each other. All staff are provided with guidance on how to conduct lesson observations and give feedback to colleagues (Please see PDI policy No. 38 for further information)

3.5 Core Faculty Development Meetings

Contribute to the whole-school AIP and professional development programme. There are 6 core, 1-hour faculty meetings scheduled in the school calendar. Agendas are set by the Achievement half of the Leadership Team to support with improving, monitoring and evaluating the quality of education in the academy through a strategic and consistent approach,

3.6 Faculty Meetings

Contribute to consistency, development and improvement of individual faculties and departments. There are 10 hours of directed faculty meeting time assigned in the school calendar. Dates, times and agendas are set by the Head of Faculty. Faculty meetings provide opportunities to share best practice, enhance subject specific knowledge, moderate assessments and complete books looks. Faculty meetings support with reviewing faculty action plans, refining the curriculum and developing teaching for learning and assessment resources to support student outcomes and staff work load.

3.7 Year Team Meetings

Contribute to consistency, development and improvement of year groups and tutor teams. There are 4 hours of year team meetings assigned in the school calendar. They provide opportunities to review year team action plans, ensure outstanding behaviour for learning, share student concerns, discuss year group priorities and support the Head of Year to monitor and evaluate the quality and impact of Collective Time and PSHCE. Agendas are set by the Engagement half of the Leadership Team and the Head of Year.

3.8 Professional Development Inquiry (PDI)

Objectives set for all members of staff are intended to contribute to the professional aspirations of staff and the AIP.

All staff will set **one** Professional Development Inquiry (PDI) objective.

Staff who are TLR post-holders, and members of the Leadership Team will have a **second objective** linked to their leadership and management responsibilities.

PDIs and second objectives will be set by October half term. In setting the PDI, staff will have regard to what can reasonably be expected in the context of roles, responsibilities, and experience, consistent with the academy's focus on achieving a work-life balance.

The PDI focuses on developing practice through inquiry groups and Professional Development Coaches (PDC) pairings. Teachers identify an aspect of their classroom practice that they want to develop, frame this into a PDI question and then engage in purposeful practice and training throughout the year to address the PDI.

Support staff identify an aspect of their professional practice that they want to develop, frame this into a PDI question and then engage in purposeful practice and training throughout the year to address the PDI.

The PDI should contribute to the Academy Improvement Plan (AIP) and the professional aspirations of staff.

The PDI supports staff to:

1. Achieve **autonomy, mastery and purpose** over their professional development.
2. Engage with the research evidence around the PDI question throughout the year.
3. Discuss and share their successes and challenges with colleagues throughout the year, as they work on developing their practice through the GCA professional learning programme.
4. Have access to coaching support to develop their practice.
5. Evaluate and review their work throughout the year to maximise impact on student outcomes.

The agreed PDI and second objective will contain a description of what success should look like. Where the use of numerical objectives is appropriate, these will be reasonable, in the circumstances in which the member of staff works and it will be recognised that factors outside that member of staff's control may significantly affect success.

PDCs will work together to agree the PDI and second objective (these may be revised if circumstances change). The academy operates a system of moderation to ensure that all CPD is consistent and high quality. PDIs and second objectives will be moderated by relevant members of the Leadership Team, to ensure that they are consistent between staff with similar experience and levels of responsibility. Following moderation, some staff may be asked to make changes to their PDI and second objective to ensure consistency. Should the PDI and second objective not be agreed, the final decision on allocation and wording rests with the Headteacher.

Heads of Faculty/Subject will also be made aware of the PDIs of members of their faculty.

PDCs will consider the effects of an individual's circumstances, including any disability, when agreeing the PDI and second objectives. Due regard to the obligations under the 2010 Equality Act will be upheld. A PDI guidance booklet is issued to all staff in the autumn term to support the PDI cycle and review meeting process as well as the setting of PDIs and second objectives (please see PDI policy No. 38 for further information).

3.9 Line Management Meetings
Line management is a strategic tool to monitor and evaluate outcomes and drive forward improvement by promoting and developing values-based leadership. All staff have an identified line manager. The leadership team, middle leadership team and other post-holders have fortnightly scheduled line management meetings. Staff at all levels are supported and guided to work as effectively and efficiently as possible to maximise performance and ensure consistency across the academy. Line

management is also used to review action plans, monitor and evaluate the quality of education in faculties and year groups.

3.10 Early Career Teachers (ECT) Programme

ECTs are registered with the Hackney Teaching Schools' Alliance (HTSA) and will form part of the East London Teaching School Hub (ELTSH), ECTs will complete a two-year statutory ECT professional development training programme with ELTSH and University College London (UCL). They will also participate in fortnightly bespoke in-house training sessions to support with knowledge and skills enhancement that helps them to successfully meet the ECT framework and National Teaching Standards

ECTs have a subject specific mentor who will support them throughout the two-year ECT programme. ECT formal assessments will be completed in terms 3 and 6. Regular progress reviews with the ECT mentor will be complete in terms 1, 2, 4 and 5. Reports and progress reviews will assess and evidence the ECT meeting the National Teaching Standards and provide targets for improvement.

3.11 Hackney Teaching & Schools Alliance (HTSA)

Clapton Girls' Academy has a leading role in an alliance of schools which are all working together to promote improvements in the Quality of Education through
- Training new entrants (ITT),
- Identifying, designating and brokering Specialist Leaders
- Providing school-to-school support.
- Identifying & developing leadership potential
- Engaging in research & development
- Leading peer to peer professional leadership development

3.12 External Conference/Insets

Conferences or inset training that are linked to professional development will be funded under the staff development budget. An internal application form is completed by the attendee, supported by the line manager and submitted via BlueSky in advance of the course or conference. The Quality of Teaching Support Officer assists the member of the Leadership Team responsible for teaching for learning and assessment in the administration of CPD.

Any external training costing over **£350** will be agreed by the Leadership Team. External inset will directly link to subject specific enhancement or skills enhancement to support career development and progression.

Careful consideration is given before agreeing attendance on courses, to the effective running of the academy and to causing the least disruption to effective teaching and learning. Attendance can therefore be denied in the case of too many known absences on the day when the course is due to take place or in the case of planned internal events.

Evaluations of all CPD activities are completed on Bluesky. Staff receive an email reminding them of this as soon as the activity is complete by the Quality of Teaching Administrator.

3.13 Reading, and Development Opportunities
Staff are encouraged to read and research current articles and engage in scholarly activity to increase knowledge of pedagogy, improve subject knowledge and enhance other areas related to their role. Resources are shared in the staff sharedpoint folder and there is a teaching for learning library in P73. .

Whole school key texts include:
➢ Shaun A. & Tharby, A. (2015) *Making Every Lesson Count.* Crown House Publishing Limited. Wales.
➢ Shaun A. & Tharby, A. (2018) *Making Every (English, Maths, Science, History, Geography) Lesson Count.* Crown House Publishing Limited. Wales.
➢ Dix, P (2017) *When the Adults Change, everything Changes.*
➢ Quigley, A. (2018) *Closing the Vocabulary Gap.* Routledge. Oxton.
➢ Griffith, A & Burns, M. (2014) *Teaching Backwards.* Crown House Publishing Limited. Wales.
➢ Didau, D. (2014) The Secret Literacy, making the implicit impact. Independent Thinking Press. Wales.
➢ Brown, P *et al.* (2014) Make it Stick. Harvard University Press. London.
➢ Webb. J (2021) The Metacognition Handbook. John Catt Education Limited. Woodbridge.
➢ Soble, D. (2021) The Inclusive Classroom: A New Approach to Differentiation. Bloomsbury Education.
➢ Buck, A. (2018) Leadership Matters: John Catt Educational Ltd.

4. <u>External Examiners</u>

Staff who are external examiners for their subjects have a greater insight into the teaching and assessment of the qualifications they teach. They have a broader understanding of the mark scheme and an increased awareness of the common mistakes made by students for their subjects. To support staff who are external examiners, the academy provides one day of paid leave to support with time for marking papers (***this must be agreed with the headteacher at least one month in advance***). In return staff are expected to provide CPD for their teams and additional guidance on mark scheme exam expectation.

5. <u>Funding</u>

Funding is allocated for each financial year. Middle Leaders and Leadership Team are required to cost and bid for CPD activities within their Action Plans. The CPD budget is used for successful inset applications.

CPD is costed within the AIP and Leadership Team Action Plans.

If the academy is paying for an employee's professional qualification, a sliding scale for repayment is adopted:
• If the member of staff leaves within 6 months of the start of the qualification, 100% is repayable by the member of staff

- If the member of staff leaves within 6 -12 months of the start of the qualification, 50% is repayable by the member of staff
- If the member of staff leaves within 12-24 months of the start of the qualification, 25% is repayable by the member of staff

All financial data relating to CPD is kept by the Finance Department

5.1 Courses funded by the Apprenticeship Levy.
The academy makes monthly contributions to the government's Apprenticeship Levy scheme to enable us to provide staff with a range of training opportunities that are funded through the Apprenticeship Levy. Opportunities for staff to apply for courses funded by the Apprenticeship Levy per academic year are rolling.

It is the personal responsibility of staff to seek courses that can be funded by the Apprenticeship Levy. Before applying for an Apprenticeship Levy funded course, staff will need to complete the Apprenticeship Levy application form (see Appendix 1) and email this to Quality of Teaching Administrator before the agreed deadline (these will be shared with staff each year).

Criteria for applying for Apprenticeship Levy funded courses include:

Senior Leaders: Staff applying for courses suitable for Senior Leadership level only, must have been in a Leadership position for a minimum of **three years** before applying. Up to one member of the Leadership Team per academic year will be funded to complete a relevant course funded by the Apprenticeship Levy*

1. **Middle Leaders:** Staff applying for courses suitable for Middle Leadership level only, must have been in a Middle Leader position for a minimum of **two years.** Up to two members of the Middle Leaders' team per academic year will be funded to complete a relevant course funded by the Apprenticeship Levy*
2. **Other:** Teaching and admin support staff applying for suitable courses must have been employed at the academy for at least **two years.** Up to two members of staff per academic year will be funded to complete a relevant course funded by the Apprenticeship Levy*

*Funding Permitted

Decisions about Apprenticeship Levy funded courses will be made based on the wider impacts on students, how well the course supports the professional development of the member of staff in their current role, the wider impact this will have on the AIP and the ongoing capacity the member of staff to complete the course.

Please Note: 95% of Apprenticeship Levy funded courses are paid for by the academy's contributions to the government's apprenticeship levy scheme and the government's co-investment scheme. Staff applying for an apprenticeship levy funded course must **agree to pay the remaining 5%** towards the final cost of their training programme/qualification. If the member of staff leaves employment at the academy whilst completing an Apprenticeship Levy funded course, the academy will withdraw

funding. In this instance the staff member will be responsible for paying the remaining costs or finding alternative arrangements with their new employer to pay for the course.

List of NPQ providers:
https://www.gov.uk/government/publications/national-professional-qualifications-npqs-list-of-providers/list-of-national-professional-qualification-npq-providers

The maximum financial contribution that the academy provides to fund Masters Degrees not funded by the Academy's Apprenticeship Levy is £250.

6. Research

We recognise that to support professional qualifications or as part of improving practice, research may need to be conducted at the academy. However, any research involving students must balance the aims of the research with the safety and wellbeing of student participants. To conduct research in the academy, staff must complete a Request for Research form (see Appendix 3). This will be sent to the Leadership Team Line Manager 2 weeks in advance of when the research will be carried out. All requests for research will be discussed at Leadership Team Business Meetings before being agreed. Research cannot be conducted within the academy without the formal consent of the Leadership Team.

If the research is agreed, all documents must be checked by the member of the Leadership team who line manages the staff member's faculty. Once agreed and finalised, the names of the participants (student, staff and staff) will be sent to the Quality of Teaching Administrator who will record all research information. A copy of the research must be made available if requested by the academy, students or their parents. All research must comply with GDPR regulations (see appendix 2).

7. Protocol for delivering CPD at Clapton Girls' Academy

Guidance for all internal and external staff delivering CPD:
All input must:

> ➢ Be in line with our academy values.
> ➢ Directly link to the AIP
> ➢ Have clear objectives and outcomes
> ➢ Build on and revisit prior knowledge
> ➢ Be relevant to the academy context
> ➢ Use clear, high quality materials
> ➢ Adhere to professional behaviours, including confidentiality
> ➢ Encourage discussion and participation
> ➢ Model good practice
> ➢ Keep to time frame agreed
> ➢ Be evaluated to identify strengths and areas for further development.

Appendix 1 - Apprenticeship Levy Funded Application Form
(for LT consideration)

Which course are you applying for?

What is the total cost of the course? (including apprenticeship level contribution)

What is the length of study time to complete the course?

Provide a brief summary on what the course is about, including any off-site training day commitments (with dates).

Why have you chosen to apply for this qualification? (Please ensure that you explain how this course impacts on student outcomes, your professional development and the AIP and your capacity to complete the course alongside your current role/responsibilities)

200-word limit

What experience do you have that demonstrates your readiness to complete this qualification?

200-word limit

Appendix 2 - Request for Research Form

Name:

Faculty:

Why do you want to conduct this research? (e.g. Master's Degree/ NPQ requirement/part of a qualification) Please state.

What is the aim of the research?

How will the information for the research will be used?

Names of Participants (for research involving students, you must check with the HOY that there is no historical wellbeing or safeguarding concerns reported on the participants you want to use in your research):

Names of Students	HOY agreed