

PROFESSIONAL DEVELOPMENT POLICY

Principles

- 1.1 The staff development programme is a planned process of professional development that enhances the learning of both staff and students. It identifies, clarifies and then meets the individual needs of staff within the context of the departments that they work and within the College as a whole. The guiding aim is to provide high quality teaching and learning for each individual student.

Professional Development

- 2.1 Much of the professional development that takes place in schools comes from the support colleagues provide both formally and informally. Planned development is needed for individuals, departments and the whole College if we are to improve the quality of education. This may be in the form of collegial learning or may be with the help of outside expertise and agencies.
- 2.2 All staff can enhance their professional knowledge and practice in many ways including:
 - Working within a learning team (in a department, Key Stage or on a cross-school theme)
 - Working with a mentor or coach
 - Collaborative teaching, planning and assessment
 - Planning, study and evaluation of lessons and other learning experiences with colleagues
 - Observing colleagues teaching
 - Sharing teaching approaches with teachers from other schools
 - Taking an active part in self-evaluation processes
 - Engaging in peer review
 - Collecting, interpreting and applying student feedback, data and outcomes
 - Observing and analysing students' responses to learning activities
 - Developing resources and projects with colleagues
 - Participating in collaborative enquiry and problem-solving
 - Leading or contributing to staff meetings and in-service training
 - Engaging with subject or specialist associations
 - Reading educational, academic and professional journals and texts
 - Participating in courses, online learning opportunities and higher education study
 - Accessing National College of School Leadership (NCSL) programme
 - Taking secondments and sabbaticals
 - Accessing evidence of effective practice to inform teaching
 - Designing and conducting classroom-based research activities, including:
 - Collecting, analysing and interpreting both qualitative and quantitative data
 - Keeping and analysing a log of their own or learning activity

Procedures

3.1 Allocation of Funds

The amount of money available for Professional Development is decided by the Governors' Finance Committee.

This money is then split with 50% going to a central pot to meet whole college and individual needs and 50% to meet departmental needs.

3.2 Departmental Budgets

The money devolved to departments is allocated by a formula which takes into consideration the number of staff in the department, the number of separate subjects taught, Health and Safety needs, the need for updating certification etc.

HODs have responsibility for determining how this money is spent; the majority is used to support departmental Team Improvement Plans, and to support individual needs, as identified during Performance Management interviews, when they complement departmental needs.

3.3 Whole College Budget

Money allocated to the 'Whole College CPD Budget' is used for whole College improvement, leadership training, management training, whole college INSET days, non-teaching staff, ICT, Health & Safety training, governor training and to support the Staff Library. Individual Career Development needs identified in Performance Management interviews can also be met from this budget.

3.4 Role of Deputy Principal (Community)

The Deputy Principal (Community) takes an overview of continued Professional Development within the College. His role is to:

- (a) Report to Governors through the Community Committee.
- (b) Liaise with other members of the Leadership Team and with middle managers.
- (c) Manage the Professional Development Budget in liaison with the Bursar.
- (d) Discuss professional development needs with individual members of staff.
- (e) Ensure that there is an induction programme for all new members of staff.
- (f) Monitor individual and departmental requests for professional development.
- (g) Monitor professional development needs identified in the College's Performance Management programme.
- (h) Encourage dissemination of professional development that staff have taken part in.
- (i) Publicise professional development opportunities and courses.
- (j) Arrange the programme for Staff Development days.
- (k) Evaluate the professional development programme of the College.

3.5 Evaluation and Dissemination

All professional development activities are evaluated. Each individual taking part in an activity are asked to complete a short questionnaire to ascertain its value.

Departments build into meetings the opportunity to discuss professional development that has taken place.

4. Guidelines for applying for Professional Development funds

4.1.

- Blue application form is completed by Head of Department, Head of Year or Deputy Principal.
- Application Form passed to Deputy Principal (Community) for authorisation.
- Application Form is passed to Finance Officer for processing.
- Individual staff members missing lessons for Professional Development purposes fill in green 'Planned Staff Absence' Form.
- The Deputy Principal (Community) will keep a calendar of staff attending Professional Development activities with the aim of preventing over demand at any one time.

4.2. Sabbaticals/Exchanges

The Governors recognise that a sabbatical or an exchange can be of value to both an individual and the College. They are willing to consider requests which they usually expect to meet these criteria:

- Six years' service at the College
- The sabbatical to be taken without pay and without cost to the College
- The member of staff to give a commitment to return to work at the College for at least one year
- Adequate cover can be found for the member of staff; this has implications for the amount of notice that is given of the desire to take a sabbatical or exchange and whether it fits with a full academic year.
- In the case of an exchange which takes place involving a member of staff with responsibility points, it is normally expected that this member of staff will reduce down to mainscale teacher rate for the duration of the exchange.

5. Review of Policy

This policy is reviewed every three years by the Community Committee of the Governing Body.

**Ratified by the Community Committee of the Governing Body
22nd January 2007**