



RISE SPACE Staff Training and Development Policy

Version	Page/ Paragraph	Detail of amendment	Approved	Review
1			01/09/21	01/09/23
			01/09/23	01/09/25
2	Throughout	Change of branding	30/08/24	01/09/25
	Page 3	Records kept on file, not SENTRY		

Member of staff responsible: Provision Lead (Staffing)

1. Rationale

In order to meet the diverse and changing needs of its students and staff, RISE SPACE constantly reviews and evaluates its OFFER, provision and development needs. RISE SPACE, therefore, provides a comprehensive programme of guidance, training and professional development for all staff to enhance students achievement, wellbeing and progress towards meeting outcomes and the efficient leadership of the school.

2. Principles

RISE SPACE is committed to fostering a positive climate for wellbeing, a positive sense of self and lifelong learning. Continuing Professional Development is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team, whole school and through wider networks.

RISE SPACE is committed to appropriate and personalised opportunities for staff development. A commitment to progressive, high quality and assured development opportunities has the potential to improve standards and raises morale through personal and professional fulfilment as well as assisting recruitment and retention.

High-quality induction and continuing support and development is crucial for a consistent and personalised approach to CPD. All staff will have opportunities to discuss their professional needs through performance management / appraisal as well as other professional dialogues. RISE SPACE'S CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills, particularly across the key areas identified in the appropriate standards frameworks.

Both voluntary and compulsory CPD opportunities exist at RISE SPACE, to address individual needs and the fundamental aim of ensuring that training addresses and supports the school vision and needs.

3. Aims

To ensure staff development policy facilitates school improvement by supporting School Development Policy priorities

To monitor and quality assure the CPD provision to ensure that priorities are being addressed through high quality CPD to ensure that staff are provided with opportunities for professional and personal development which is underpinned by current standards frameworks

To equip staff to be able to respond to the variety of needs presented, curriculum and institutional change

To balance the needs of the school, teams within the school and individual staff and to provide members of staff with the skills to prepare themselves for increased responsibility and career advancement.

To ensure that staff are recognised as the school's most important resource

4. Identification of need

The head of provision and Governors will identify training and development priorities as well as this, needs are identified/revised through the performance management cycle.

Some needs may evolve from MyConcern, attendance data and behavioural records as patterns and trends are emerging.

The School Development Plan underpins Development Plans which in turn guide appropriate Appraisal / PM targets.

A Professional Development budget is held by the Governors. When priorities have been identified and articulated through the Development Plans or individual meetings with staff, course forms are completed and submitted. Training costs are taken from the allocated budget which is formula led for each faculty.

Support staff and management also have allocated funds. Records are held on file to ensure that we are aware of the skills sets and qualifications of our staff. External course bookings also support the introduction of new initiatives, curriculum and specification changes. CPD for each member of staff is logged and tracked to ensure a fair approach for all.

Prior to undertaking training, staff are required to submit a professional development request form (appendix 1) this needs to be signed by the line manager. On completion of training staff are required to share resources or outcomes at faculty/ pastoral meetings. Staff are also asked to evaluate the value of staff development and to highlight future training needs. This is done immediately after attending and 6 months later to assess impact.

Individual CPD needs can also be identified through the lesson observation process. This may lead to a personalised plan for an individual of CPD support, or to a group of individuals to address need.

Opportunities are also offered to staff on a voluntary basis – this may provide individuals for the opportunities to address areas related to career progression or leadership progression or succession.

Governors are involved in training and receive a report at Governors meetings.

Both good practice and compulsory sessions are attended by Governors.

Professional development days are organised to meet the needs of the school and the various teams within. When drawing together the annual programme, account is taken of the ongoing school improvement priorities. IX. The 'in-house' CPD programme has been developed to meet the needs of staff. Regular sessions encourage development and collaborative work amongst colleagues. Staff are encouraged to take an active part in participating and leading sessions. Training meetings occur weekly.

Staff Development Opportunities

Induction

All new staff at RISE SPACE take part in a full induction programme. The new staff days seeks to balance the specific role training required coupled with the opportunity to meet new people and be welcomed to the community. This consists of sessions which support staff with the procedures, ethos and good practice identified by the school prior to starting their new role.

ECTs are supported with a full and comprehensive induction programme which features regular mentoring and support, lesson observations and feedback, and access to the school in-house programme. This is co-ordinated by the SENDCO.

For individuals promoted internally or changing posts, support will be offered between the appointed person and the line manager

For classroom support staff appointed, there is an induction programme carried out by the SENDCO and Provision Lead. This will familiarise the appointed person with school timetables, routines, expectations, procedures and policies.

Support staff are given an induction programme by the line manager with responsibility for the appointed person's area and the Provision Lead. This will enable such staff to become accustomed to all the routines, their responsibilities, policies and procedures, as well as the use of available equipment.

Cleaning Staff are interviewed and inducted into their role by the Provision Lead.

Teaching & Learning Communities

Once staff have been teaching at least a year they can choose to follow the teaching and learning community route for their disaggregated CPD route. The teaching and learning communities have an agreed focus for the year and meet four times to concentrate on the theme combining a mixture of taught sessions and reflective practice.

PD Days

The focus and content of these days is planned on an annual basis to reflect and support the school priorities as laid out in the School Development Plan. At certain times a PD Day may be disaggregated, meaning that the time has been made up elsewhere such as through, the in-house CPD programme, Performance Management reviews or through additional time on an INSET day.

Further Development Opportunities

Further development activities for staff are both for groups and personalised to meet individual need. All contribute to the school direction and vision:

- TA Apprenticeship Scheme
- External course attendance
- In-house CPD programme (leadership and attendance/ SEND)
- Teaching and Learning Group involvement
- Visiting other schools (all staff from the LT to NQTs)
- Membership of professional organisations
- Internal leadership courses such as the 'Aspiring Middle Leaders' programme
- Improving Teachers Programme for personalised support
- Formal and informal lesson observations, book checks and pupil voice.
- 2nd and 3rd year teachers' programmes
- Partnership work with other schools
- Delivery of CPD
- Shared Practice opportunities
- Support to access Teacher Training/ HLTA Training

Visitors / Interviewees

Support is given to staff from other schools who wish to 'intern' at RISE SPACE. Comprehensive and personalised programmes are organised for visitors seeking development for school improvement or leadership development related activities.

Applicants to the school for posts are afforded full professional courtesy. Successful and unsuccessful applicants are offered full debriefs in order to provide effective and meaningful feedback.

Support is offered to all staff seeking a change of responsibility, and opportunities provided to extend their professional experience. Those applying externally will be supported with advice on interviews.

Evaluating Impact and Disseminating Good Practice

All staff are responsible for evaluating and disseminating (where appropriate) CPD. It is the responsibility of the Provision Lead to co-ordinate this evaluation and provide a framework for rigorous quality assurance; ensuring that CPD is of the highest quality and meets school and individual need.

Following professional development opportunities, participants complete feedback forms for the Deputy Head – Teaching & Learning indicating how he/she will disseminate the information / training to other and highlighting the usefulness of the sessions attended for their own practice. Assessments of impact are also made six months after various (relevant) external courses to measure / assess impact.

The Provision Lead – Teaching & Learning is responsible for monitoring and evaluating the impact of CPD at RISE SPACE This will be undertaken at a variety of levels including immediate evaluation by participants, longer term follow up for a sample of CPD undertaken and / or informal discussion with colleagues about improved practice. Teaching & Learning also provides summary reports to the Governing Body on the benefits of the CPD undertaken and future needs