



Professional Development Policy

Phoenix Community Primary School

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Ratified by the Governing Body: April 2016

Due for Review: April 2019

Aims

For all staff and governors to have equality of access to high quality training and development opportunities clearly linked to their role and the priorities for school improvement.

To ensure that decisions regarding access to and funding for training and development are clearly based on the anticipated impact and progress of pupils.

For an annual training and development plan to address the priority training and development needs of the staff and governors is approved, monitored and evaluated by the Governing Body through the Resources Team.

The School Will

Ensure that all staff have an annual appraisal and that this will be the primary mechanism for discussing, identifying and agreeing relevant training and development needs.

Draft a recommended training plan with an outline budget for approval by the Governing Body through its finance committee. This plan will be updated throughout the school year to take into account any training opportunities and funding sources that arise.

Ensure that decisions regarding funding and release for training and development opportunities will be clearly based on the anticipated impact on school improvement and progress of pupils in this school.

Meet, in full, the cost of funding formal development where there is a clear link with the needs of the school.

The CPD Co-ordinator Will:

Provide an annual report for the Governing Body that sets out the formal development activities undertaken including any qualifications completed, assessment of the impact on raising standards and achievement and any recommendations for improvement.

Be responsible for the day-to-day operation and monitoring of the policy.

Teachers/Governors Will:

Prior to undertaking formal training/development, discuss and clarify with their line manager or appraiser the anticipated learning outcomes and how these will be best used within their role in the school. This may include:

- A presentation to stake-holders, i.e. staff, SLT, parents or the Governing Body;
- Preparation of a brief report of key learning points and recommendations;
- Discussion within a staff or team meeting or with an individual;
- Modeling of new skills for observation by others;
- Circulation of notes or resources received.

On returning to school after the development opportunity, follow up the agreed action points to ensure that learning can be disseminated across the school;

If unable to attend formal training/development sessions, inform their line manager at the earliest opportunity and ensure prompt action is taken either to avoid/minimise the cost or take all reasonable action to arrange for a replacement to attend.

In the event that they are dissatisfied with any aspect of the event, inform CPD Co-ordinator and Headteacher with consideration given to a formal complaint to the training provider if appropriate.

Legal Framework

The school will ensure that it meets fully the requirements of a good employer and will take all action necessary to comply with the Equality Act (2010) and the Data Protection Act (1998).

Complaints

Any staff or governor who has a complaint regarding access to training or development should raise this informally with their line manager or Performance Manager/ Link Governor in the first instance and as early as possible.

If the individual remains dissatisfied with this response then they should raise the matter more formally using the school's grievance procedure.