



<i>Policy Title</i>	Staff Development policy
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Revisions Table

<i>Version</i>	<i>Date</i>	<i>Edited by</i>	<i>Description of Change</i>
Summer 2018	Spring 2018	Alun Ebenezer	2.1 amended 3.5 amended 5. Procedure amended

The master copy of this document can be found on the FBS Google Drive, under the “Policies” folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



THE FULHAM BOYS SCHOOL

STAFF DEVELOPMENT POLICY

Date of Next Review: Summer 2020

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1. INTRODUCTION

1.1 The Fulham Boys School is a learning school; for staff, boys and the wider community.

1.2 We believe:

- 1.2.1 staff continue their own professional development when their learning needs are recognised and supported by colleagues and school
- 1.2.2 that Continuing Professional Development must be a regular feature throughout one's career and is central to the process of school, team and individual improvement, and the implementation of educational initiatives
- 1.2.3 the Continuing Professional Development of staff is paramount to the continued success of the school

1.3 We aim to:

- 1.3.1 promote the personal and professional development of all staff by enhancing their knowledge and skills in the interest of raising pupil standards and improve the quality of learning
- 1.3.2 encourage individuals to equip themselves for increased responsibility and career advancement
- 1.3.3 identify staff development requirements to complement and enhance curriculum developments and to link closely with the School Development Plan

1.4 Underpinning our Staff Development policy:

- 1.4.1 are the Christian principles our school is built upon
- 1.4.2 is the spirit of enterprise we want to nurture in our staff as well as our boys

1.5 This policy is linked to the following policies:

- 1.5.1 Self-Evaluation policy
- 1.5.2 Departmental Review and Development policy
- 1.5.3 Performance Management policy

2. STRATEGY

2.1 There will be a joined up approach to Staff Development, Performance Management, Departmental Review and Development and INSET to ensure a coherent approach.

2.2 We will:

- 2.2.1 ensure all staff have an up to date job description
- 2.2.2 ensure our Staff Development is in line with the School Development Plan and the School's budget
- 2.2.3 familiarise all staff with the School Development Plan
- 2.2.4 plan and co-ordinate activities to identify the needs and priorities for individuals, departments and whole school
- 2.2.5 prioritise needs
- 2.2.6 plan, co-ordinate and implement appropriate training

- 2.2.7 establish a mechanism of feedback from courses to other staff and evaluating the impact of training on the performance of the school as a whole
- 2.2.8 effectively monitor and evaluate the school's staff development programme

3. IMPLEMENTATION

- 3.1 All Departments will produce an annual Self-Evaluation report where they measure the progress they have made against the targets set in their Departmental Development Plan.
- 3.2 Through this process, departments within the school are required to identify and document individual and departmental needs. This will be done through the Departmental Development Plan and the Performance Management Cycle.
- 3.3 It is essential that all staff, through departmental meetings, are party to the evaluation and planning, are familiar with its contents and have ownership of it.
- 3.4 Needs will be identified through:
 - 3.4.1 Line management meetings
 - 3.4.2 lesson observations
 - 3.4.3 progress checks
 - 3.4.4 examination results
 - 3.4.5 End of KS3 Levels
 - 3.4.6 learning walks
 - 3.4.7 'ownwork' trails
 - 3.4.8 book looks
 - 3.4.9 Departmental Reviews
- 3.5 It is the responsibility of the member of SLT responsible for CPD to ensure that individual needs are recognised and the subsequent training requirements analysed and delivered.
- 3.6 The member of SLT with responsibility for staff development will be required to prioritise the whole school training needs and endeavour to provide a planned annual programme to be delivered within the constraints of the monies available for staff development and training.
- 3.7 All the information above will form the basis for the whole School Development Plan.
- 3.8 As well as particular departmental priorities, Department Development Plans must reflect the School Development Plan.

4. MONITORING AND REVIEW

- 4.1 It is essential to monitor and evaluate the effectiveness of the policy in relation to the quality of learning experiences acquired by the boys.

4.2 The evaluation process will consist of:

- 4.2.1 Monitoring the boys' classroom experiences. This will be the responsibility of the Senior Leadership Team and Heads of Department/Faculty who will be involved with the Departmental Reviews, lesson observations, book looks and data analysis
- 4.2.2 The Head of Department/Faculty translating new training into effective classroom practice. The SLT member linked with the Department will need to observe the effect of new innovations by discussion, familiarisation with schemes of work and classroom observation.
- 4.2.3 The evaluation of external courses; following INSET, information will be disseminated to colleagues at departmental meetings and where appropriate to all staff in staff briefing. Where appropriate information will be fed back at Heads of Department /Heads of House/Staff meetings.
- 4.2.4 Staff will keep an up to date learning log of all the courses they have attended and the professional development they have undertaken

PROCEDURE:

5. PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT FBS

5.1 Partnerships – Universities

FBS will seek to establish innovative partnerships with universities and colleges, building two way exchanges of teachers and academic staff.

5.2 Partnerships – Schools

We will network with other schools, identify where there is good practice and forge links with these schools.

5.3 Sharing Good Practice

We will identify good practice within our own school and share it across the school through INSET days, school email system and morning briefings.

5.4 Further Study

We will encourage and incentivise our staff (where possible) to further their education.

5.5 Up to date knowledge

We will draw our staff's attention to web sites, social media, newspaper articles and journals that deal with current educational developments and resources.

5.6 INSET

We will hold INSET days and linked to whole school priorities, national and local priorities to train our staff. A range of staff and outside providers will be involved in delivering these.

5.7 Courses

We will aim that each member of staff will attend at least one INSET course every year. The course will be linked to Performance Management targets.

5.8 Teaching and Learning Team

The teaching and learning team will work with the member of SLT responsible for Teaching and Learning to help teachers improve their pedagogy

5.9 T&L book group

A T&L book group will meet once per half term to discuss a T&L book they are reading. Ideas for improving pedagogy will be shared and disseminated to staff through staff briefing.

5.10 TeachMeets

FBS will host at least one TeachMeet per year and staff will be encouraged to attend TeachMeets at other schools in the local area and beyond.

5.11 T&L newsletter

A T&L newsletter will be published regularly sharing good practice, new ideas, pedagogical development etc.

5.12 T&L resources

A range of T&L books and resources will be available for all staff to access throughout the year.

5.13 Weekly drop in sessions will be run covering different areas of the SDP for staff to ask questions and receive guidance and support