



PROFESSIONAL DEVELOPMENT POLICY - ACADEMIC STAFF

Aims

To support the development of all staff, enabling them to carry out their job in the most effective way to promote and sustain high standards of learning and progress.

Objectives

- To maximise job satisfaction
- To provide an accurate reflection of staff commitments and contribution to improved teaching and learning in the widest sense
- To develop confidence in sharing good practice
- To provide appropriate training for whole staff and individuals which reflects both school and departmental development plans

To reflect the supportive emphasis of the process, the person managing the personal development will be referred to as the mentor.

The Annual Review cycle

The cycle falls into three main areas: planning, monitoring, review.

Planning

The process begins, in the Michaelmas Term, with an opportunity for personal reflection prior to the meeting and subsequent discussion with the mentor, resulting in between two and four objectives being agreed.

Objectives will include at least one related to pupil progress; the other objectives will be concerned with subject, pastoral or extra-curricular development. Additional objectives may relate to any area **but all should reflect school and department development plans**. The aim is to ensure a high standard of classroom teaching and commitment to the pupils and the aims of the school. The criteria used as evidence to inform the objectives will be drawn from:

- Lesson preparation and planning
- Subject knowledge
- Lesson presentation and teaching methods
- Communication and motivational skills
- Pupil management/discipline
- Marking, assessment and monitoring of pupils' work and progress
- Effective use of homework
- Classroom organisation and climate
- Implementation of school policies
- Additional commitments and responsibilities

Prior to the planning meeting, the teacher will draft the planning record indicating proposed objectives and any initial thoughts on intermediate targets. This should then be emailed to their mentor in advance of a meeting together. Intermediate targets with appropriate completion dates will be confirmed after discussion with the mentor and any particular resources and/or training will be identified. The emphasis is very much on the discussion to identify useful and productive objectives for individuals and the steps by which they can be achieved.

In discussing these steps and their timing, mentors should encourage staff to identify the evidence they will gather to support each stage in the successful achievement of a target.

These steps will then form the basis of the intermediate targets and should enable staff to easily check their progress through the year

The objectives should be agreed jointly and will apply for the review period. Should there be differences of opinion about the objectives, the teacher should add relevant comments to the written record.

Where an objective is relevant to a different department or activity, the teacher should discuss with the mentor whether the appropriate HoD/HoS should be told of the objective.

The general performance of the teacher must always be part of the review process and therefore other staff who may contribute to feedback should be agreed; there will always be a pastoral comment.

The planning sheet should be signed by both parties after the initial meeting. The teacher, current mentor, Head and the Director of Staff will hold copies of the planning sheet.

Monitoring

Feedback from other sources, as discussed in the planning, should be sought over the course of the year. This may take the form of a discussion between mentor and source which is documented in the final review statement; it is not intended that written comments need be sought from other members of staff.

As part of the process the mentor will undertake classroom/group observation at least once per year; the timing and choice of lesson or activity to be agreed with the teacher. Part of the preparation for this lesson should include the completion of a school lesson plan.

For recording observation, mentors should use the school lesson observation form. Feedback should be prompt, detailed and related to the teacher's objectives. A written record of the observation will be completed, and submitted with the end of year review statement.

Review

The teacher and mentor will have an annual review meeting at which the recorded objectives and evidence of progress will be discussed and the appraisal of achievements and skills developed over the year reviewed.

In preparation for the meeting the teacher will complete a draft review statement, including self evaluation and assessment of the impact of each objective and the evidence which supports this. The teacher should be looking specifically for what has improved as a result of completing the objective. It may be that the hoped for change has not actually happened and this should be recorded together with observations as to why this may have been the case and possible solutions.

Following the meeting the mentor will complete the evaluation, recording the main points of the meeting and the conclusions reached and including any comments sought from other colleagues about pastoral and extra-curricular contributions as agreed at the planning meeting. Any requests for development/training needs should also be recorded. The statement should be prepared within 10 days of the review meeting and the teacher given a copy; they then have 10 days to add their own further comments if they wish to do so.

There will be four copies only of the review statement; one held by the teacher, one held by the current mentor, one held by the Director of Staff and one held by the Head on a central file
The Director of Staff will use the requests for training needs to inform whole school INSET and the allocation of funds for the academic year.

Electronic copies of the planning record and the review statement forms can be found on the Extranet.

Links with career stages

PGCE and NQT Induction

PGCE/NQTs will be observed by the Head in the first term of their appointment.

PGCE/NQTs will be reviewed by their co-ordinator, and so not participate in other aspects of the school scheme during the year in which they complete this training.

The final meeting with the NQT coordinator will be used to agree objectives and continuing professional development opportunities for the forthcoming year.

New Staff

The review procedure differs for new staff as follows:

New staff should expect to be observed teaching by their mentor in the first half term of their appointment and also by the Head in the first term of their appointment.

New members of staff are expected to observe colleagues teach on at least two occasions in their first term, and their mentor should help to facilitate this. They should then meet with the colleague to discuss their observation and this observation should also be a topic of discussion for their regular meetings with their mentor.

At least one further observation will take place by the mentor in their second term. In their third term new staff will be observed by one of the Leadership team.

The mentor will write a brief report, at the end of both of the first two terms, to be sent to the Head. The Head will also meet with all new members of staff at the end of their first term to review progress.

The probation period for a new member of staff runs until the end of their third term in post. If the probation period is successfully completed the permanent contract will be confirmed in writing. If the probation period is not completed successfully, the Head will discuss further action.

It is essential that performance is monitored on a regular basis during the probationary period. Regular meetings should be held with the teacher to review overall performance, highlight problems, provide help and advice and identify possible training needs.

In the third term of appointment, draft targets will be agreed in preparation for the new member of staff to join the annual review cycle. A copy of this draft planning record should be sent to the Director of Staff before the end of the third term. The Head will also meet all new members of staff at the end of their third term to conclude the process.

Progression to EB 1 & 2

Progression to the enhanced salary bands is by formal application using the appropriate forms, and in the case of EB2 the evidence tracker.

Completed review objectives may be used as part of the evidence for application, but application itself should not be an objective.

Colleagues applying for EB1 & 2 should complete a planning record for the year and follow the process for end of year review; however, the application and evidence documents from the EB process may be used in place of some or all of the self-evaluation and evaluation by mentor as appropriate.

Policy last reviewed.Michaelmas 2016
Next review dueMichaelmas 2017
Person responsible for review Director of Staff
Audience..... Staff

Professional Development - Planning record

Name:Mentor:Academic Year

Objectives	Intermediate targets	By when	Evidence of success – how will you know the objective is achieved?
1.			
2.			
3.			
Resources/training required:			

Signatures: **Teacher**
Michaelmas _____ Date _____

Mentor
Michaelmas _____ Date _____

Review statement

Teacher:.....Mentor: Date

Objective	Impact – what is different and better as a result	Evidence
1		
2		
3		
Additional activities		

Self-evaluation

Evaluation by mentor

Areas for development

Teacher's comments

Signatures: Teacher Mentor Date.....