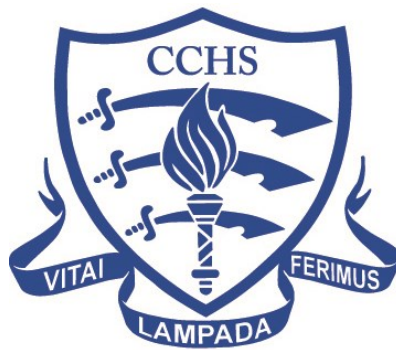


# Chelmsford County High School for Girls



Staff Development –  
induction, training and  
leadership



## Chelmsford County High School for Girls

### Staff Development – induction, training, and leadership

#### STAFF DEVELOPMENT VISION

From teacher training to educational leadership - nurturing and inspiring the teachers and leaders of tomorrow through excellence in personalised training and development.

To support our colleagues, we engage in professional development at all levels with whole staff training and department training, as well as reviewing the needs of each individual through our performance management process.

As with our approach to teaching and learning, we engage both in school and beyond CCHS to ensure that our Continuing Professional Development (CPD) addresses our needs. Our well-established and distinguished partnership with the Prince's Teaching Institute (PTI) has enabled us to share and develop the subject knowledge of teachers. We also actively participate in CPD offered through our partnerships with the National Coalition of Girls' Schools (NCGS) and the National Association for Able Children in Education (NACE).

Leadership at CCHS plays a key role in our school development and the delivery of our School Development Plan. Leaders at CCHS play an important role in recognising and celebrating achievement, helping students strive for excellence and ensuring they achieve their potential whilst contributing to the local and global community. Effective leadership involves setting definite, ambitious but achievable goals and providing clear direction to others. The provision of high-quality leadership opportunities and training will enable us to sustain the effective and impactful leadership required for us to deliver our school's vision.

#### POLICY AIMS

- To provide a coherent framework for the development of all staff, teaching and non-teaching, and Governors at all stages of their careers
- To facilitate continuous improvement within the school
- To sustain high quality school leadership
- To identify and nurture talent and aspirant leaders at all levels within the School.
- To raise morale of all staff through personal and professional fulfilment
- To promote the recruitment and retention of staff
- To support the School Development Plan.

#### OBJECTIVES

- To link performance review with induction, continuing professional development and whole-school needs embodied in the School Development Plan
- To link continuing professional development with career progression
- To recognise that all staff have an equal entitlement to development
- To ensure that systems are fair and that staff are treated equitably
- To promote a culture whereby colleagues take ownership and give high priority to professional development
- To both support and provide opportunities for staff to collaborate and share best practice

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- To have a clear programme of professional development for colleagues with leadership potential.

## IMPLEMENTATION PLAN

- **Annual system of Performance Review**

Individual CPD needs will be addressed through the performance management process as set out in the Performance Management Policy. Usually conducted by the line manager, and based on clear and agreed evidence, the impact of previous objectives will be evaluated and future needs identified which match departmental and school priorities within the School Development Plan.

- **INSET Day provision**

Staff development priorities will be established each year which identify both individual and whole-school needs. A programme to meet these needs will then be drawn up annually and delivered through Inset and Twilight CPD sessions.

- **New Staff Induction Programme**

A planned programme of induction will address the individual needs of all staff new to the School. Staff promoted to new posts within school will also receive a programme of induction which will address the needs of the post. When colleagues join at different times throughout the academic year induction material and support will be made available to them in line with this provision.

- **Career Progression**

Teaching Staff

Performance Review will be used to identify the professional development needs of all teachers at each stage of the teaching career path.

Non-teaching Staff

Advice will be given to all non-teaching staff about the development opportunities open to them and they will be encouraged to work towards relevant qualifications.

- **SchoolIP**

SchoolIP is an online platform on which our performance management cycle will be managed. This will incorporate targets, annual reviews, CPD and (where appropriate) lesson observations. Colleagues will be expected to update their SchoolIP profile with CPD and progress against targets.

- **Leadership**

There is overwhelming evidence that leadership is crucial in helping schools become more effective and improve. Clear evidence is also emerging that leadership impacts directly on the performance and achievement of young people. As schools evolve new forms of leadership, there are additional challenges and opportunities to develop collaborative leadership which has an impact beyond the School.

Leadership at CCHS requires all staff to be leaders of learning. This involves ensuring that leadership and learning are at the heart of our vision and that our leaders are learners themselves, making an effective contribution to school improvement. Our

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school vision of developing the leaders of tomorrow is therefore as applicable to our staff as it is to our students.

Leadership opportunities will be provided to all colleagues internally through mentoring, coaching and shadowing as well as working with external providers such as the PTI and the new NPQ programmes.

**The CCHS Leadership Development Programme** runs annually and is delivered by the Senior Leadership Team. The programme consists of sessions addressing key aspects of Educational Leadership. Teaching and Support colleagues will be invited to attend through the performance management process.

## ROLES AND RESPONSIBILITIES

### Teaching Staff

- **The Individual**

Individual staff to take responsibility for their Continuing Professional Development and to give it a high priority. Each individual to be responsible for maintaining an up-to-date personal portfolio and a rigorous evaluation of the impact of their targets both in the classroom and to their career progression. Individual staff to be responsible for evaluating and recording the impact of CPD on practice.

- **Line Managers**

Line managers to be responsible for conducting a rigorous performance review of their staff according to the Performance Management Policy and for ensuring that personal targets are linked to the School Development Plan through department and whole-school priorities.

Line managers to be responsible for the induction of staff to promoted posts in conjunction with the Assistant Head (Staff Development). Line managers to be responsible for evaluating the impact of CPD on the practice of members of their team, e.g. through regular lesson observation, or discussion.

- **Professional Tutor**

The induction of staff new to the school to be the responsibility of the Assistant Head (Staff Development).

### Non-teaching Staff

- **The Individual**

Individual staff to take responsibility for their Continuing Professional Development and to give it a high priority. Each individual to be responsible for undertaking a rigorous evaluation of the impact of their targets both on the school and to their career progression. Individual staff to be responsible for evaluating and recording the impact of CPD on practice.

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- **Line Managers**

Line managers to be responsible for conducting a rigorous performance review of their staff according to the Performance Management Policy and for ensuring that personal targets are linked to the School Development Plan through department and whole-school priorities.

Line managers to be responsible for the induction of staff to promoted posts in conjunction with the Assistant Head (Staff Development). Line managers to be responsible for evaluating the impact of CPD on the practice of members of their team.

- **Induction**

The induction of non-teaching staff new to the school to be the responsibility of the line-manager in conjunction with the Assistant Head (Staff Development).

#### All Staff

- **Headteacher**

The Performance Review processes and any training deemed necessary for the satisfactory completion of the processes to be the responsibility of the Head and Assistant Head (Staff Development).

- **Assistant Head (Staff Development)**

Overall responsibility for the implementation of the policy and oversight of the Staff Development budget to lie with the Assistant Head (Staff Development).

### **MONITORING, EVALUATION AND REVIEW**

Individual targets and professional development requirements will be evaluated and tracked through the performance management programme and in agreement between colleague and line manager.

The Performance Management process will be monitored and reviewed by the Headteacher and the Senior Leadership Team.

The provision of INSET and monitoring its impact at all levels and on career progression will be continually reviewed and evaluated annually by the Assistant Headteacher (Staff Development).

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