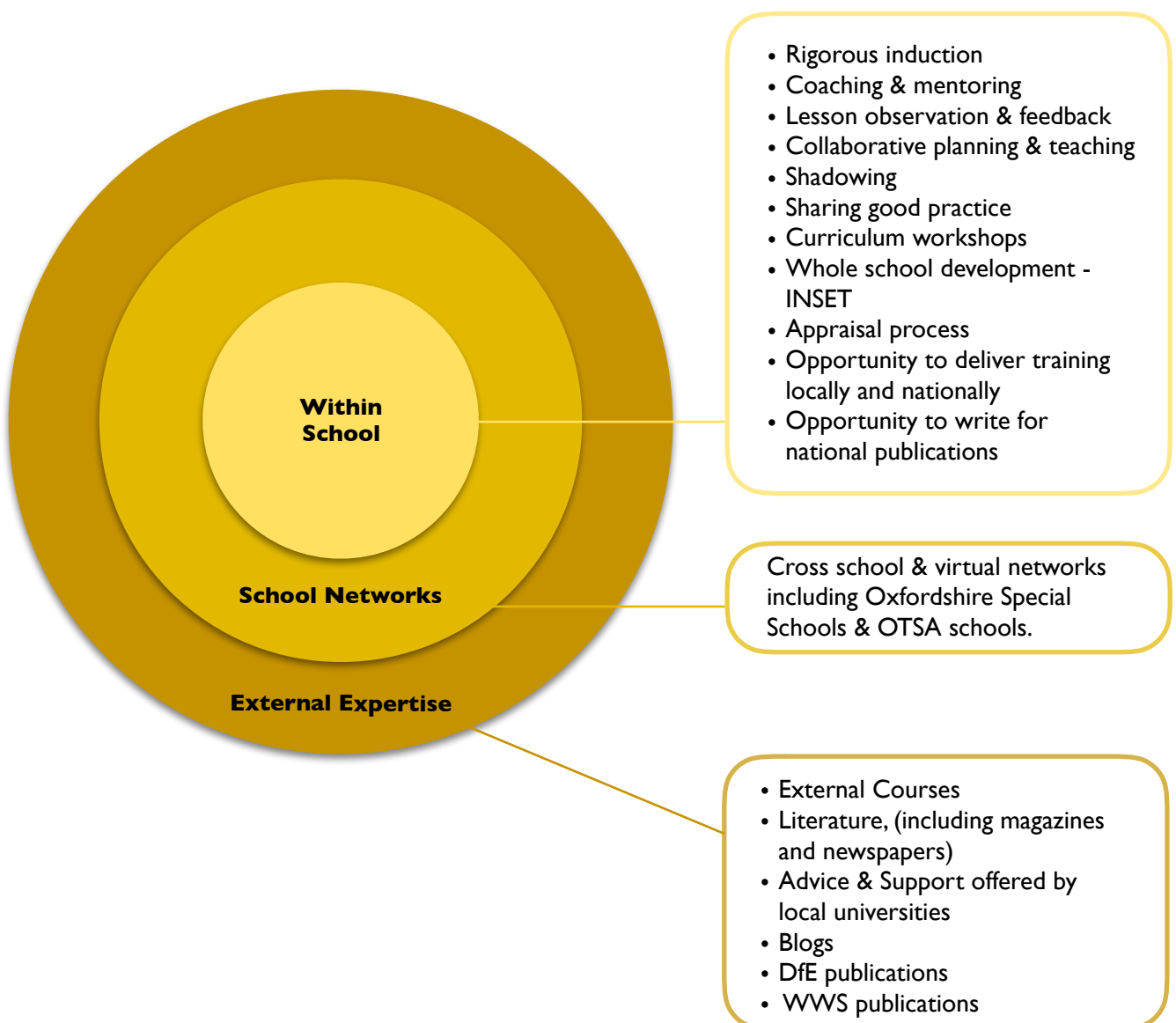




# STAFF DEVELOPMENT

Frank Wise School is committed to providing the best education possible for all our pupils and conditions which provide the best possible professional fulfilment for all of our staff. We believe in the importance of developing staff skills and appreciate the enormous benefits to our pupils in having motivated and highly skilled teachers and support staff committed to whole school values, attitudes and beliefs. The Deputy Headteacher is responsible for in-service training and staff development throughout the school.

At Frank Wise School there are three key ways in which we aim to develop staff skills and experience; internal processes and training, collaboration across schools and wider external expertise.



## Induction

### Teaching Staff and Classroom Support Officers

All staff are entitled to a full programme of induction training covering essential skills and knowledge for working at Frank Wise School. The school induction programme, which is usually offered in the Autumn term as this is when most new staff commence employment, covers the following areas:

Before the first term	During the first term
<p>Copies will be given of the following documents:</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Induction Information</li> <li>• CPD Folder</li> <li>• Policies on Safeguarding &amp; Child Protection, Managing Allegations Against Pupils, Whistleblowing, Behaviour and Keeping Children Safe in Education, 2018, Part I</li> </ul> <p>Opportunity to go through where appropriate -</p> <ul style="list-style-type: none"> <li>• Values and Aims of the School</li> <li>• All the school's resources</li> <li>• School filing system</li> <li>• Home-School Diaries</li> <li>• Transport Arrangements</li> <li>• School Policies</li> <li>• Disability Awareness</li> <li>• Medical Awareness</li> <li>• Principles of Behaviour Management</li> <li>• Emergency Procedures (H&amp;S)</li> <li>• Working with Parents</li> </ul>	<p>Training sessions covering the following areas:</p> <ul style="list-style-type: none"> <li>• Curriculum Framework</li> <li>• Individual Programmes</li> <li>• Recording System</li> <li>• Group Work</li> <li>• Learning in the GC</li> <li>• Communication Skills</li> <li>• Manual Handling</li> <li>• Positioning</li> <li>• Principles of Physical Intervention</li> <li>• I.C.T.</li> <li>• Early Reading Skills</li> <li>• Play</li> <li>• Outside Learning</li> <li>• Appraisal process</li> <li>• Safeguarding</li> </ul> <p>We also aim to offer a series of after school workshops on the following -</p> <ul style="list-style-type: none"> <li>• Sign Language &amp; AAC</li> <li>• Feeding Skills</li> <li>• Dysphagia Training</li> </ul>

(where staff commence employment part-way through the year, then the same content is covered during the first 3 months)

All new staff are allocated a mentor who meet regularly to go through both operational aspects of the job and the core standards expected of both teachers and CSOs. We refer to both the national standards and Frank Wise School standards, copies of which are given to new staff during the induction process.

Staff also receive training appropriate to the class in which they are working. This covers things such as gastrostomy feeding, the use of inhalers and emergency medication and diabetic training. All teaching and support staff are trained in the county endorsed Team-Teach program. This happens in the January INSET or if required for a particular class, at the earliest date available after employment.

Staff receive a professional development folder in which they can keep evidence of training and other professional learning along with internal and statutory documents.

## **Middy Carers**

All new midday carers receive an induction pack which includes essential information for working at Frank Wise School. This pack includes:

- a checklist of operational knowledge
- key information about the students in the class they are working
- Good practice for good hygiene
- Core sign language
- Staff Handbook
- Key policies; Keeping Children Safe in Education, 2018, Safeguarding and Child Protection, Whistleblowing, Behaviour and Managing Allegations against pupils

New staff work alongside an experienced CSO team at lunch time and much of the training happens in context.

Middy Carers have a professional training session once a term. The content of this operates on a rolling programme and covers:

- Safeguarding
- Medical Awareness
- Behaviour Management
- Principles of Physical Intervention
- Hoist training
- Sign Language
- Dysphagia Awareness

Where students in a class have particular needs, midday carers are offered training to support those students. This includes things such as gastrostomy feeding or seizure awareness.

Middy carers are also invited to attend staff meetings, curriculum workshops and INSET, but are not required to do so unless to qualify for a specific essential qualification for which they would be paid to attend. An example of this would be Team-Teach.

## **3 month meeting**

All new staff are invited to a meeting three months after they have commenced employment. This is with the deputy headteacher who is responsible for staff development. At this meeting new staff have the opportunity to evaluate their performance and, if needed, request additional support or training. Essential documents and policies are signed off at this stage too.

## **Whole school training and development**

The school is fully committed to providing all staff with quality in-service training opportunities. Specifically this will be done through :

- Annual Inset Programme: A yearly inset plan linked to the School's Development Plan is produced together with termly programmes of school based inset activities. This is for all staff.
- Termly Reviews: Regular opportunities are afforded to teachers to talk with the Headteacher and Subject Leaders about individual teaching programmes and classroom management issues. Although this is intentionally an informal arrangement, it does give every teacher at least one occasion every term to talk through professional issues and identify any possible areas for future training. Of course this does not preclude any teacher seeking advice at any other time but it is a structured entitlement to help every teacher's professional development.

- **Professional Observations:** Professional consistency and development within the school is also aided by giving every teacher regular opportunities to observe other lessons and colleagues teaching. By disseminating good practice at all levels throughout the school we find this an invaluable tool for staff training. The observations are structured, either looking at particular classroom procedures or curricular content throughout every class, or may be focussed on broader issues involving shadowing pupils or other staff. Overall, the aim is to augment staff development and at the same time review and consolidate effective whole-school curricular delivery.
- **Monthly Staff Meeting:** Some time is put aside during our monthly staff meetings to briefly examine certain staff development and training issues which affect both teachers and support staff.
- **Curriculum Workshops:** Another aspect of our staff development policy is participation in the school's weekly curriculum workshops. Although primarily designed for teachers, other staff are very welcome to join at anytime. By focusing on developing curricular ideas and sharing specific skills, resources and expertise we find this an excellent vehicle for staff training and development.
- **Appraisal:** Please see the separate *Appraisal policy* outlining the purpose and procedures of this important aspect of staff development.

## **Specific training and development**

It is also recognised within school that staff should be able to develop specific and personal skills or experiences which have relevance to the school or education at large. This is achieved through:

- **Appraisal:** The training and development needs identified in an appraisal are collated by the Deputy Headteacher, who oversees CPD in the school. Common themes or specific targets are gathered so that training, where required, is achieved effectively. Formal training of this type can often be sourced internally or by online modules.
- **In year opportunities:** Occasionally specific opportunities are offered to the school and direct to individuals via the local and national networks that Frank Wise School is part of. At these times, it is imperative that the impact on student learning is identified and the most suitable person to benefit from the training is decided upon.

With regard to the provision of continuing professional development (CPD) in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a staff member to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.

## **Monitoring and evaluating professional development**

It is essential that all CPD within school is evaluated for its impact on school improvement plans, subject development plans and student outcomes. To this end, teachers and support staff are required to evaluate the induction programme (see Appendix 1) and internal training opportunities, including INSET (See Appendix 2) When planning INSET, those involved in this process should also complete an INSET Impact Evaluation Plan (See Appendix 3) If a member of staff requires to undertake an external course or training activity they will be required to fill in Part A of the FWS Inset Evaluation Form (Appendix 4). This also acts as a trigger for approval by the Deputy Headteacher responsible for Continuing Professional Development.

## **Staff Well-being**

At Frank Wise School it is recognised that in order for professional development to be successful, it must be engaging, motivating and suited to the needs of the school, its staff and the students. Staff too must be in a position to benefit from the opportunities that are afforded them and this is why staff well-being, along with student well-being is a high priority. Please see our separate policy on Staff well-being.

Appendix 1 : Evaluation of Induction

Appendix 2 : Evaluation of Internal Training Opportunity including INSET

Appendix 3: Inset Impact Evaluation Plan

Appendix 4 : Inset Request & Evaluation Form

## **Other relevant policies and procedures**

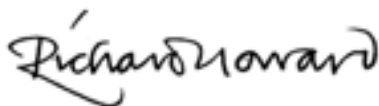
Appraisal

Staff well-being

Reviewed by: Lara Hughes

Date: January 2019

Approved by Governors:



Date: February 2019

# APPENDIX I - Induction Evaluation



## Induction Evaluation

There are four sections to the induction schedule:

- 2 induction days in September covering:
  - Values & Aims
  - Policies & Management
  - Behaviour Management
  - An introduction to IEPs and Group Work
  - Disability Awareness
  - Working with Parents
  - Health & Safety
  - Sling Training
  - Medical Awareness Training
  - Principles of Movement and Positioning
- Additional induction sections covering:
  - Bus Practical
  - Communication
  - Dysphasia Awareness
  - Play
  - Use of ICT
  - Learning in the GC
  - Curriculum Framework
  - Outside Learning
  - Safeguarding
- Mentor sessions
- In addition to this, some of you may have had pupil specific training on movement and positioning and medical / feeding procedures

Below are a series of statements which we would like you to consider for each session and grade as:

1 - Strongly Agree 2: Agree 3: Neither Agree nor Disagree 4: Disagree 5: Strongly Disagree  
Please be honest as in this way we can gather information to improve our practice.

The order in which the induction sessions were delivered was well considered and equipped me what I needed to know for day one with the students along with further information drip fed over the course of the Autumn term.

Please give further information as to your score:

The content of the induction sessions were relevant and given in enough detail without being overwhelming.

Please give further information as to your score:

There was no additional content that should have been included in order to prepare me for this new role.

Please give further information as to your score:

I have valued having an assigned CSO mentor.

Please give further information as to your score:

*Please detail below how you feel the induction process could be improved in the future. This could be an improvement in what we already offer OR something new you would like us to consider.*

# APPENDIX 2 - Evaluation of Internal Training Opportunity



## INSET Short-Term Evaluation

Title of Workshop:  Date:

Below are a series of statements to consider in light of the INSET day you participated in recently. This information will remain confidential and will be used to inform what further work we need to do as a school. Please be honest and do add any comments at the end even if you have already verbalised them.

1 - Strongly Agree 2: Agree 3: Neither Agree nor Disagree 4: Disagree 5: Strongly Disagree 6: N/A

Please be honest as in this way we can gather information to improve our practice.

	1	2	3	4	5	6
The purpose of this session was made clear						
The content of the session was relevant and made sense						
The leader of the session had expertise in this field						
The tools used to present the information were helpful and gave clarity						
I would have liked more information						
I had the opportunity to share my knowledge, ideas, thoughts and / or concerns						
The intended outcomes of the session were met						
My thinking on this area was either extended or affirmed through this training						

Comments:



## APPENDIX 3 - Inset Impact Evaluation Plan



# INSET Impact Evaluation Plan

Title of Training:

Training Provider:

Date of Training

How did the need for this training arise? e.g.: national policy, SDP?

Intended Outcomes: (consider outcomes for staff and for students)

How will those outcomes be measured in the short-term? What evidence is required?

- \* Staff Questionnaires
- \* Level of discussion / engagement during the session
- \* Ongoing discussion post session
- \* The information is disseminated to all staff

How will those outcomes be measured in the medium-term? What evidence is required? Specify people / processes and materials required for this.

- \* Staff Questionnaires / Interviews
- \* Lesson Observations
- \* Group Work Recording
- \* PI Records / Summary
- \* Appraisal Documents
- \* Pupil Interviews


What are the planned for series of activities / processes to ensure the learning from the training is embedded? Consider timescales.

Timescales for Impact Evaluation Completion:

Short-Term Evaluation Completed by:

Medium-Term Evaluation Completed by:

## APPENDIX 4 - Inset Request & Evaluation Form

	<b>IN - SERVICE REQUEST &amp; EVALUATION FORM</b>	
	Name: .....	
	Title of Training: .....	
	Training Provider: .....	
	Date/s of Training: .....	
Course Cost: ..... Travel Cost: .....		

Training Objective/s:

Is this part of the School Development Plan?	YES / NO	Is this part of a Performance Management Target?	YES / NO
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Is any cover required? If so, please specify.

Ia In this box, please explain how you feel participating in this training will benefit you and the way you work.

Evidence Required:

Ib In this box, please explain how you feel participating in this training will benefit students at Frank Wise School.

Evidence Required:

Ic In this box, please explain how you feel participating in this training will benefit Frank Wise School in broader terms.

Evidence Required:

Approved by ..... Date .....

**COURSE EVALUATION:** To be completed immediately after you have undertaken the training

2a Would you recommend this course to other members of the school team? (Please explain)

2b Please explain how the training met your expectations.

2c Please explain how the training will directly help you in your job.

2d How can school help you to embed and extend what you have learnt?

2e Do you have plans to share what you have learnt with the school team? If so, how?

2f In the light of the above, what evidence do you now feel you can collate to demonstrate the impact this training has had.

**EVALUATION of IMPACT:** To be completed 6 months after you have undertaken



Name: .....

Title of Training: .....

Training Provider: .....

2a How has the training had an impact on the way you work? What evidence is there for this?

2b How has the training had an impact on students? What evidence is there for this?

2c How has the training had an impact on Frank Wise more broadly? What evidence is there for this?