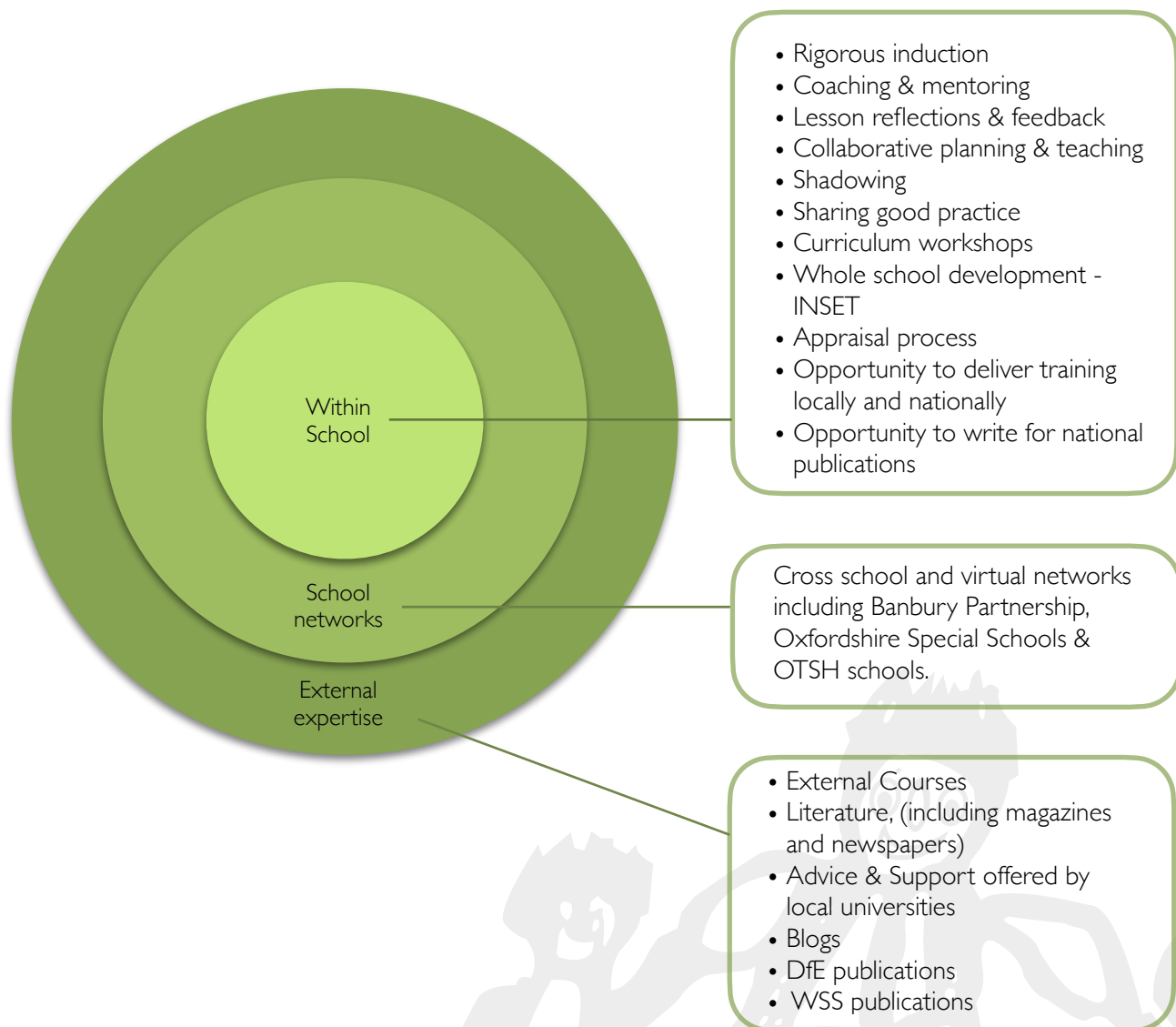


STAFF DEVELOPMENT

Frank Wise School is committed to providing the best education possible for all our pupils and working 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 Assistant 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
Copies will be given of the following documents: - Staff Handbook - Induction Information - CPD Folder - Policies on Safeguarding & Child Protection, Keeping Children Safe in Education, Managing Allegations Against Pupils, Whistleblowing, Behaviour, Acceptable use of ICT, Portable Technology Opportunity to go through where appropriate - - Values and Aims of the School - All the school's resources - School filing system - Home-School Communication - Transport Arrangements - School Policies - Disability Awareness - Medical Awareness - Principles of Behaviour Management - Emergency Procedures (H&S) - Working with Parents	Training sessions covering the following areas: - Safeguarding - Curriculum Framework - Individual Programmes - Recording System - Group Work - Learning in the GC - Communication Skills - Manual Handling - Positioning - Principles of Physical Intervention - I.C.T. - Play - Outside Learning - Appraisal process - Working with parents We also aim to offer a series of after school workshops on the following - - Sign Language and AAC - Feeding Skills - Dysphagia Training - Team Teach

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 during the Autumn term or if required for a particular class, at the earliest date available after employment, and is refreshed during the January INSET.

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

Midday 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; Safeguarding & Child Protection, Keeping Children Safe in Education, Managing Allegations Against Pupils, Whistleblowing, Behaviour, Acceptable use of ICT, Portable Technology

They will also be given Safeguarding training within the first term of commencing employment.

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

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

- Safeguarding updates
- 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.

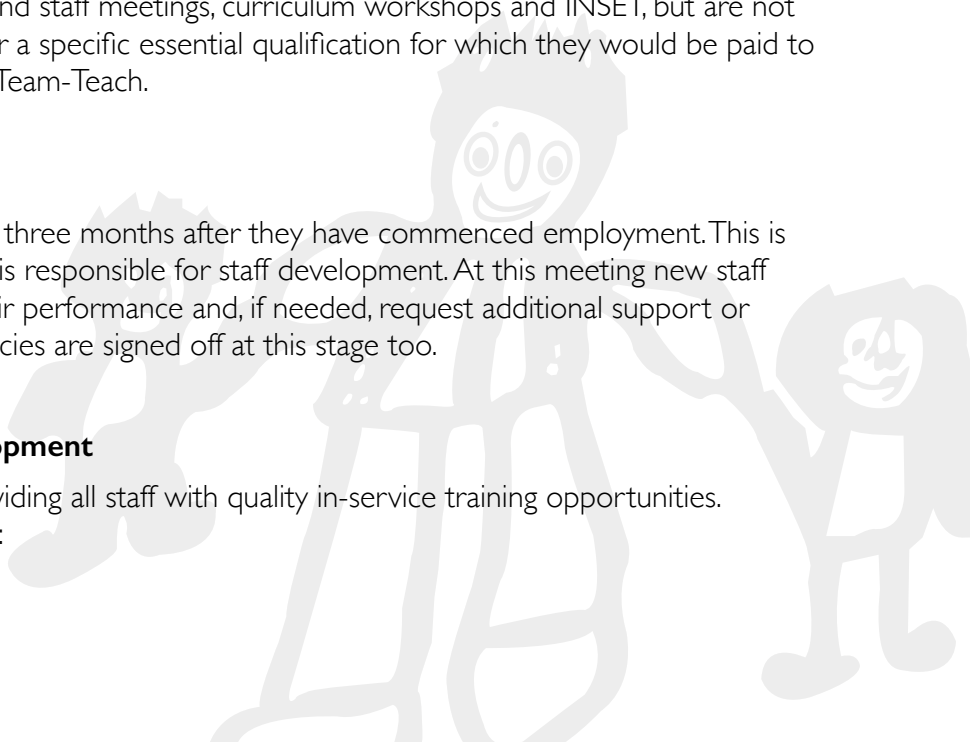
Midday carers are also invited to attend staff meetings, curriculum workshops and INSET, but are not required to do so unless to qualify for a specific essential qualification for which they would be paid to attend. An example of this would be Team-Teach.

3 month meeting

All new staff are invited to a meeting three months after they have commenced employment. This is with the Assistant 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 participate in reflections on teaching and learning with their colleagues. It is also important to ensure that the most inexperienced staff get regular opportunities to reflect beyond what is built into the induction process. As such participation in watching others teach should be seen as a critical aspect of ongoing continual professional development for all staff, not just those with defined responsibilities. By disseminating good practice at all levels throughout the school we find this an invaluable tool for staff training. The process of reflection should be highly discursive and the details of teaching and learning should be analysed in depth, in order to explore the process of effective teaching and the impact it has on pupils' learning as a result. 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. We also have Safeguarding as a standing item, to ensure that staff get a regular update.
- **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 Assistant 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 through online modules. Frank Wise School is also committed to utilising the apprenticeship scheme wherever possible.
- **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. This may include, but is not limited to, delivery of training as part of our twilight offer, delivery of training specifically to trainee teachers, carrying out SEND reviews or writing articles. At these times, it is imperative that any negative impact on student learning is identified and mitigated.

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 Assistant 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.

Request for leave for Professional Development

There may times in which the professional development of a staff member is dependent on a period of leave or a temporary change in hours. Staff are therefore encouraged to apply by giving their reasons for the request.

- 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
- Appendix 5: Request for leave for Professional Development

Other relevant policies and procedures

Appraisal

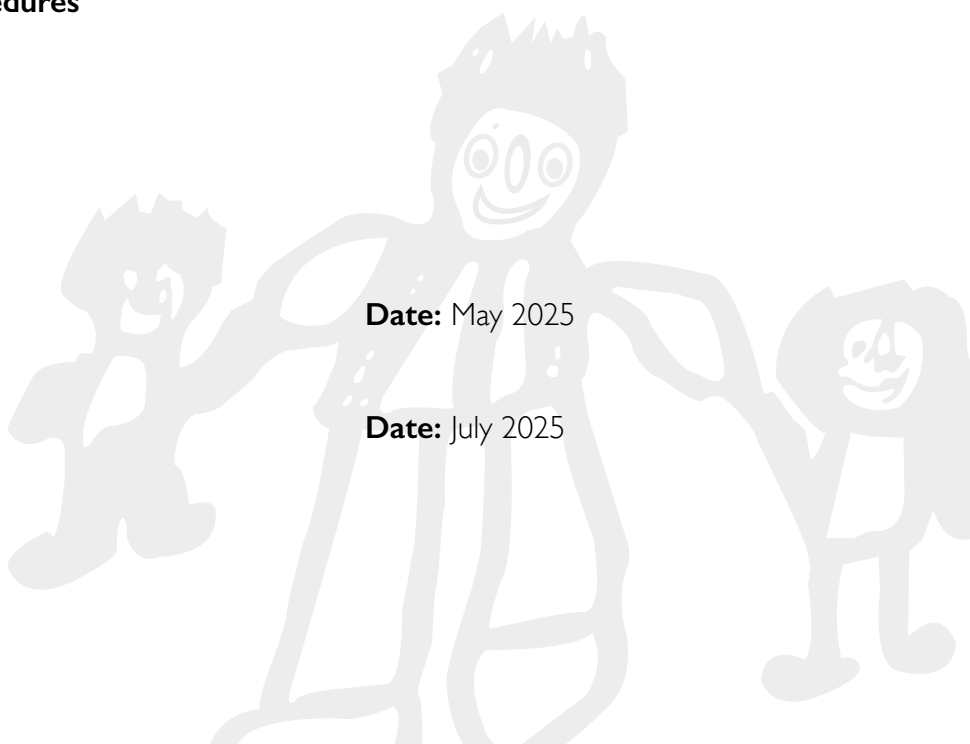
Staff well-being

Reviewed by: Matt McArthur

Date: May 2025

Approved by Governors:

Date: July 2025



APPENDIX I - Induction Impact Evaluation (short-term)



Induction Impact Evaluation Specific Training Sessions: Short-Term

Name:

Role:

As part of the induction process, you will have had some specific training sessions which we would like you to reflect on both in the short-term and in the medium term. This is the **SHORT-TERM** impact evaluation.

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

	The purpose of this session was made clear	The content of this session made sense	The leader of this session was knowledgeable & helpful	The session was successful in giving me the intended knowledge &/or skills	I understood the relevance of this session for my role within the school
Values & Aims					
Policies & Management					
Behaviour Management					
Curriculum Framework					
Group Work & IEPs					
Disability Awareness					
Working with Parents					
Health & Safety					
Medical Awareness					
Principles of Communication					



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 Impact Evaluation Plan



IN - SERVICE REQUEST & EVALUATION FORM

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

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 student outcomes in their broadest sense at FrankWise School.
(Think about the academic, social, psychological outcomes for students)

Evidence Required:

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

Evidence Required:

Approved by Date



APPENDIX 4 - Inset Impact Evaluation Plan



IN - SERVICE REQUEST & EVALUATION FORM

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

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 student outcomes in their broadest sense at FrankWise School.
(Think about the academic, social, psychological outcomes for students)

Evidence Required:

Ic In this box, please explain how you feel participating in this training will benefit FrankWise 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 the training

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 student outcomes? 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?



APPENDIX 5 - Request for leave for Professional Development



Staff Request for Extended Leave for CPD

CPD Philosophy

Frank Wise School believes that in order to deliver high quality, individualised, stimulating and challenging education, its staff must be engaged in Continuing Professional Development that is also of a high standard.

We acknowledge that there are times when professional development may need to occur over more extended periods of time and during term time, which will have implications for a staff member's ability to commitment to contractual duties for a temporary period.

Frank Wise School is committed to the ongoing learning of its staff, particularly within the field of education and so all requests for extended unpaid leave will be given careful consideration. Each application will be assessed by the Senior Leadership Team on a case by case basis and a range of factors will be taken into account. A joint decision will be made within **4 term time weeks** of the written application having been received.

Please note, this form is to be used to request unpaid leave for a defined period of time in order to complete a training course or similar as a means to develop professional knowledge, skills and/or understanding.

Applicant Section

Name	
Date of Application	
Request for unpaid leave commencing on (date)	
Return to usual contracted hours on (date)	
Total period of leave	
Purpose of leave	

Please explain how you feel participating in this training / experience will benefit you

--

Is this part of an appraisal target or process to achieve a professional development goal?

No / Yes Please give details:

--

Please explain how you feel participating in this training / experience will benefit the school

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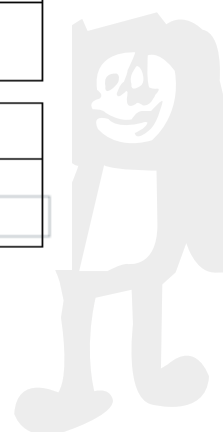
Please list activities / learning / events you have been involved in at Frank Wise School that go beyond your job description (e.g. choir, classroom preparation beyond working hours, class responsibility, support of another member of staff, student council, online courses, college courses out of school hours etc)

--

What is your attendance? (This information can be sought from the office)

Number of absence occasions (inc this one) in the last 12 months (A)		Total number of days absent in the last 12 months (B)	
Bradford Factor Score (AxA)xB		Threshold Exceeded	

Decision			
Signature (Headteacher)			Date



SLT Panel Process

Is the request for leave in line with our school ethos surrounding CPD?	Yes	No
Is the professional development request linked to education?	Yes	No
Is the attendance of the member of staff below the Bradford Factor threshold?	Yes	No
Are there performance related issues related to this member of staff?	Yes	No
If yes, what is being done to support development in their paid role?		
Has the member of staff demonstrated an ongoing commitment to their own learning?	Yes	No
Has the member of staff demonstrated an ongoing commitment to the school?	Yes	No
What are the risks and mitigating factors associated with this request?		
Risks ☐ Impact on students' learning and development ☐ Impact on students' behaviour and well-being, which may affect classroom dynamics ☐ Impact on other staff members' well-being ☐ Impact on requesting staff member's performance in their contracted role ☐ Resignation from contracted role of a valued member of staff	Mitigating Factors ☐ Stable staff team in relevant class who would provide consistency through a change ☐ Class unaffected by long term staff absence or persistent short term absence ☐ Another staff member requesting increase in hours or development opportunity ☐ Another staff member returning from maternity leave	

Outcome of Discussion

Decision			
Comments <i>(Including any additional factors not listed above that were taken into consideration)</i>			
SLT Panel		Date	

