Introduction

High quality teaching and support has a direct impact on pupil outcomes and effective professional development (PD) supports the advancement of teaching and support. Pendle Community High School and College (PCHS & C) believes that the opportunity to develop professionally and personally both improves standards and raises morale; through personal and professional fulfilment and assists with recruitment and retention.

PCHS & C is a 'learning community' which is committed to providing opportunities for the continued learning and development of its entire staff. We value all our staff, governors and parents, we see them as the school's best resource and actively encourage their development. We believe that, "effective teachers should take ownership and give a high priority to their professional development". Staff development is necessary to ensure that staff have the skills, knowledge, understanding and ability to deliver the school aims. It is important that the school is seen as a learning organisation for all.

The focus on ability rather than merely teaching knowledge is intended to distinguish PD from new curriculum programmes with only a brief, token training element. In addition, it distinguishes PD from activities focused on simply providing teachers with general updates about school or setting business or policies. (EEF 2021)

All staff members have an entitlement to high-quality induction and continuing support and development. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs. Equally, governors need to have appropriate induction and training in order to carry out their duties effectively.

PD will be co-ordinated by an Assistant Headteacher who is a member of the senior leadership team but is assisted by others in taking this policy forward.

The central emphasis of PD will be on the quality of learning, improving standards and developing leadership. The aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement. All members of staff have a responsibility to support the professional development of colleagues. PD can operate effectively at a variety of levels - individual, team, whole school and through wider networks with an emphasis on collaborative learning.

PD planning will be integrated in PCHS & C school improvement plan and be based on a range of information:

- The needs of the school as identified through self-evaluation.
- Issues identified through other monitoring, e.g., OFSTED, SIP reports.
- National and local priorities e.g., system priorities, local community priorities.
- Performance Management.
- Feedback from staff and others including governors, students and parents/carers.

The central features of the PD policy are effective auditing, identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, reliable and explicit evaluation of the impact of provision, effective dissemination of good and successful practice to ensure that such practice is

embedded and reinforced. All staff have an accountability to produce and maintain a training record through School IP and The National College.

Identifying Professional Development Needs

PCHS & C have a named PD coordinator (Assistant Headteacher) who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post supported by the Senior Leadership Team (SLT). The PD Coordinator (Assistant Headteacher) will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.

The Senior Leadership Team (SLT) are responsible for identifying the school's PD needs and those of the staff working in it. Such needs will be identified largely through existing mechanisms such as the improvement plan, performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.

The SLT will contribute to a SESC report and meeting, where the identification and impact of PD directly related to school improvement will be shared with governors. The Headteacher will also present this information to the Full Governing Body, at termly meetings.

Requests for accessing PD should be added to School IP and SLT will check and approve these at a weekly leadership meeting. Middle leaders shall provide and update details of the range of PD opportunities available for their subject and be responsible for communicating relevant opportunities to appropriate staff. The SLT will be responsible for ensuring that providers are of sufficient quality and will be responsible for ensuring the efficient provision of opportunities.

The SLT shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:

- Early Careers Teachers (ECT).
- Other staff new to the school or role.
- Recently Qualified Teachers (RQT).
- Teachers with 5 years+ experience including those within threshold standards (UPS) and those in the later stages of their career.
- Teachers specialising in teaching particular groups of students e.g., PMLD/ ASD/ HI Leaders in Education.
- Middle Leaders e.g., Curriculum Leaders / Subject Leaders.
- Senior Leaders in their early years.
- More experienced senior leaders.
- Senior support staff including Business Managers and ICT Systems Managers.
- Teaching Assistants, Interveners.
- Business and administration staff.
- Technicians including DT and ICT.
- Casual TAs and employed staff who regularly provide cover.
- Students/Parents where applicable.

PD Provision:

New Staff Induction

The aims of new staff induction are:

- To ensure that all new staff feel supported and are effectively inducted into the school.
- To maintain a consistent whole school approach to exemplary Teaching and Learning including use of policy and processes.
- To establish professional and positive relationships between new and existing members of staff.
- To aid staff in establishing themselves quickly into their appointed role.

The induction programme includes both generic and personalised provision for each new member of staff and includes the following:

- Communication with any new appointees prior to the appointee's contractual start date.
- All new members of staff will undertake induction at the school and where possible an induction day will be arranged prior to taking up post.
- PCHS & C will provide practical information for each new appointee. This will include timetables, class lists, access to schemes of learning and relevant resources, lesson planning tool, access to class records and assessment data and relevant paperwork and policies.

ECT Induction

The aims of ECT induction are:

- To provide a bridge from initial teacher training to effective professional practice.
- To ensure ECTs continue to meet the standards to successfully endorse their qualification.
- To provide well targeted support by a trained mentor that, in turn, will help ECTs make a real and sustained contribution to exemplary teaching and learning.
- To provide an atmosphere that welcomes the ECT and encourages their development as part of a team.

The induction programme includes both generic and personalised provision for each ECT and includes the following:

- PCHS & C will be in communication with any new ECT prior to the ECT's contractual start date.
- Each ECT will have a mentor assigned to them. This person will act as their formal ECT mentor for induction.
- The ECT will receive support in line with statutory guidance. This involves 10% reduction in timetable for induction activities, an individual support plan, opportunities to observe and be observed and professional review meetings.
- It will be expected that the ECT will use the 10% reduction in timetable for induction activities which will include a full range of PD activities. The effectiveness of these activities will be monitored and reviewed by the ECT mentor.
- Every ECT mentor will be fully trained to provide support for the ECT. Training will involve mentor meetings and the professional development cycle; identifying, implementing and monitoring action plans; formally observing and feeding back to the ECT; and completing ECT Induction Termly Assessments.
- All ECTs will meet with their ECT mentor weekly for the first year of their induction.

- Each mentor meeting discussion will be based around the QTS standards and the professional development cycle. Mentor meeting records will be shared and held by the ECT mentor and ECT and will use a recognised proforma.
- The ECT mentor is responsible for regularly and formally observing and feeding back to the ECT, and for compiling and writing the ECT Termly Assessments. The observations of the ECT can be completed in conjunction with the school's lesson observation cycle but must be coordinated and led by the ECT mentor.
- The ECT mentor will be expected to discuss the Career Entry Development Profile Transition Points with the ECT at appropriate points during the ECT Induction year.
- If an ECT is not meeting the standards of QTS, a personalised support programme will be implemented to support the ECT's performance.

Planning for Effective PD

The opportunities available will:

- Meet identified individual, school or national development priorities.
- Be based on good practice - in development activity and in teaching and learning.
- Help raise standards of students' achievements.
- Respect cultural diversity.
- Be provided by those with the necessary experience, expertise and skills.
- Be planned systematically and follow the agreed programme except when dealing with emerging issues.
- Be based, where appropriate, on relevant standards.
- Be based on current research and inspection evidence.
- Make effective use of resources, particularly ICT.
- Be provided in accommodation which is fit for purpose with appropriate equipment.
- Provide value for money.
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

Supporting a range of PD activities

The school aims to run a 'Transformative Model' of PD (Kennedy, 2005) which combines a number of practices and conditions that are required to support transformative practice. These include:

- In-school training using the expertise available within the school and collaborative activities, e.g., collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer observation and evaluation, collaborative enquiry and problem-solving, modelling.
- (*Coaching/Mentoring Model/ Communities of Practice Model*)
- Coaching and mentoring and engaging in a learning conversation.
  (Coaching/Mentoring Model)
- Job enrichment/enlargement, e.g., a higher level of responsibility, deputising, mentored guidance for taking on further responsibility within their role, job sharing, acting roles, job rotation, shadowing, leading meetings. *(Coaching/Mentoring Model)*
- Producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme. *(Training Model/ Cascade Model when in house)*
- Accessing an external consultant/adviser or relevant expert such as a Specialist Leaders, Local or National Leaders of Education. (*Training Model*)
- Master classes, model and demonstration lessons. *(Training Model/ Cascade Model when in house)*

- Role play, simulations. *(Cascade Model)*
- Collecting and collating pupil feedback, data and outcomes. (*Standards-based Model*)
- Use of the Teachers'/ TA professional standards within the appraisal process to help staff identify PD needs. (*Standards-based Model*)
- Attendance at a lecture, course or conference. *(Training Model)*
- School visits to observe or participate in good and successful practice. *(Communities of Practice Model)*
- Action Research and Research opportunities, secondments, exchanges and placements e.g., within a regional or national and international organisation, an exchange or placement with another teacher, school, in house research, higher education. (*Action Research Model*)
- Postgraduate professional development and other educational knowledge qualifications from higher educational institutions and other forms of professional recognition and qualifications. *(Training Model/ Award bearing Model)*
- Distance learning e.g., relevant resources such as educational journals and publications, training videos, reflection, simulations, National College Courses. *(Training Model)*
- Practical experiences: e.g., national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association. *(Communities of Practice Model)*
- Partnerships and links, e.g., with a colleague, group, subject, phase, activity or school-based team meetings and activities such as joint planning, observation or standardisation/moderation, special project working group, involvement in a formal or informal partnership such as a North West Special Schools Curriculum Assessment and Pedagogy (NWSSCAP), subject cluster networks, EdTech demonstrator programme. *(Communities of Practice Model)*

Recording and Disseminating Good Practice

All those engaged with PD will be encouraged to:

- Reflect on their development using appropriate mechanisms such as, current research and legislation, the DfE Teachers Standards document (Sept. 2012, Updated Dec. 2021) and the joint union agreed professional standards for teaching assistants.
- Seek professional recognition, including accreditation for the work undertaken. The SLT will provide directly or organise guidance to staff on how such recognition can be achieved.

The school participant will disseminate good PD practice that supports and improves teaching and learning. Where it is agreed that there would be benefit in a wider circulation or follow up, the SLT will liaise with the participant to ensure that relevant resources or information is shared with other staff e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school website.

The PD Leader will be responsible for ensuring whether any follow up is needed to the provider, e.g., feedback, issues of access.

Evaluating Impact of CPD

The SLT will review commissioned provision from commercial suppliers, identified programmes and the quality of training providers, to ensure value for money and make appropriate recommendations to the Governing Body.

The SLT shall be responsible for assessing the value for money aspect of PD through seeking to monitor and evaluate impact. The SLT shall be committed to ensuring that PD systems and procedures conform to current research findings.

This will be undertaken at a variety of levels and at intervals including:

- immediate/short term evaluation by participants.
- longer term follow up as part of the appraisal process.
- informal discussion with colleagues about improved practice.
- feedback on the effectiveness of PD opportunities in appraisal meetings.

Use will be made of appropriate DfE and other associated research documents to assess impact, as well as:

- pupil and school attainment.
- record keeping.
- more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches.
- a climate of supporting success and effort.
- staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness.
- grading on lesson observations.
- pupil enthusiasm, engagement and commitment.
- recruitment and retention.
- career progression/promotable staff, including succession planning.

References

- EEF (2021) *Effective Professional Development – Guidance Report*
- EEF (2018) *Making Best Use of Teaching Assistants – Guidance Report*
- EEF (2021) *What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta- analysis*
- Kennedy, A. (2005) Models of Continuing Professional Development: a framework for analysis, Journal of In-service Education, 31:2 235-250 https://doi.org/10.1080/13674580500200277
- Professional standards for teaching assistants 2016 – Union agreed standards that replace the original NOS 2010

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Signed: K Simmons, Chair of Committee	
Signed: D Grogan, Head Teacher	