



# **Notting Hill Preparatory School**

## **4.2 Policy for Staff Development including CPD (EYFS & KS1-3)**

Reviewer responsible: **Deputy Head (Academic)**  
Reviewed by: NS

Date of last review: **01/21**  
Date of next review: **01/24**

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## POLICY FOR STAFF DEVELOPMENT

### Staff Development exists to:

- ◆ create an environment that stimulates and facilitates individual staff development at all levels
- ◆ encourage staff to take control of, and give high priority to, their own professional development
- ◆ structure this development towards improving the school's performance, raising standards in the classroom and generally ensuring the school's ethos and aims are implemented in all walks of NHP life
- ◆ allow time for staff to reflect on, and set, objectives, and help to provide them with the training and tools that will enable them to realise those objectives

### In Individual Terms

- ◆ To help staff do their job more effectively, ensuring they have the knowledge, skills and understanding needed to teach very well, and thus guarantee high-quality learning for the pupils in their care
- ◆ To encourage a positive response to change, enabling staff to keep up to date, to embrace changes in the NHP curriculum and in the wider world of education
- ◆ To broaden experience, foster a culture of sharing best practice and heighten job satisfaction
- ◆ To help staff maintain their own well-being in an increasingly fast-paced world of work
- ◆ To ensure all staff are fully competent and confident in their use of those ICT skills which have a fundamental bearing on their job, including data handling, word processing, using graphics, using the school Intranet and accessing the Internet, using iPads and interactive white boards effectively to improve pupil outcomes
- ◆ To ensure all staff are cognisant with changes in school policy, crucially those relating to Child Protection and Safeguarding, where the level of awareness (in light of an ever-developing legislative framework) and vigilance needs to be high
- ◆ To help teachers and Teaching Assistants meet the targets set down during professional review and, in rare cases, performance management (see **Professional Excellence Policy**)
- ◆ To identify and prepare for school development, girding staff for future management responsibility where required
- ◆ To help staff develop their careers and if desired, prepare for promotion, internal or otherwise
- ◆ To give staff the confidence that the school listens to and cares about their education, career aspirations and progression, and is willing to invest in them
- ◆ To enable teachers approaching threshold to meet the criteria for moving onto the higher pay scale (see **Appendix 1 to Professional Excellence Policy**)
- ◆ To provide the members of the school's management teams with the knowledge and expertise to carry out their leadership and management tasks with the high degree of professionalism and care which breed colleague and parent confidence

### In School Terms

- ◆ To raise standards of pupils' achievements, and guarantee unrestricted access to the curriculum and learning for all the various needs of the children under our care
- ◆ To be involved in the development of a positive school climate consistent with our ethos of keeping pupils happy and safe at school
- ◆ To increase the quality and permanence of pupil learning by raising teacher expertise
- ◆ To facilitate curriculum development and evaluation
- ◆ To enable staff to focus on and plan systematically for, the school's goals and priorities
- ◆ To increase the school's capacity to predict and cope with change effectively, particularly where change involves management restructure
- ◆ To make effective use of school resources
- ◆ To encourage the staff to build links with other schools
- ◆ To ensure the happy and smooth running of the school

## Programme of Staff Development

- **Professional Review** and Monitoring (see **Professional Excellence and Monitoring policies**)
- Regular personal discussions with the Headmistress, Deputies, members of the Senior Management Team and other staff in key positions
- Staff meetings
- School/cluster/external INSET provision
- New staff induction
- Courses advertised to staff by senior personnel

## Evaluation

This will be achieved through:

- ◆ annual professional review
- ◆ personal interviews
- ◆ meetings
- ◆ record keeping and documentation
- ◆ evidence that the quality of teaching and learning is improving, including scrutiny of books, planning and analysis of assessment data (see Monitoring and Staff Monitoring Policies and Professional Excellence Policy)

The Head and Deputy Head (Academic) are responsible for the Staff Development Policy and its implementation.

## CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development is a priority for the senior management and governing body of NHP as we believe it is central to the process of school improvement. Investment in staff development ensures high performance in the classroom from teachers and pupils.

We aim to recruit staff who are passionate about improving their craft. Central to this desire for improvement is the willingness to respond effectively to change, incorporating new ideas and ways of working into their practice.

CPD is addressed through:

- ◆ INSET
- ◆ Courses
- ◆ Professional review and monitoring
- ◆ Collaborative practice

## INSET (collective)

In-service training is offered to all staff on a regular basis meeting the current and future needs of the school as identified by the school's management teams and articulated in the School Development Plan and Academic Action Plan

- INSET is an important part of any teacher's continuing professional development and all teachers at Notting Hill Prep should anticipate suitable training or being asked to attend relevant courses or other training activities
- INSET is a vital tool for pooling information on pupil development, academic, pastoral and social, and ensuring appropriate action is taken
- INSET is also a vital tool for disseminating policy changes, particularly in areas of Safeguarding and Child Development and we take our (ethical and statutory) duty to educate staff in policy awareness very seriously

- INSET is an expectation of and for staff, particularly when targets arising from the performance management process cannot easily be met from the teachers' own resources
- The INSET budget is managed by the Headmistress, the INSET and training programme by the Deputy Head (Academic), in consultation with the SMT
- Where possible, INSET days will be arranged in school during the non-teaching preparation days at the beginning of each term
- INSET days that are arranged for the whole staff must be attended by all teaching staff unless due permission has been arranged in advance with the Headmistress or Deputy Head (Academic)

### Courses (individual)

Where Senior Management identify external training opportunities for individuals consistent with the school's development plans, academic action plans or an individual's current needs, a member of SMT will bring it to the attention of the individual. Teachers, however, are warmly encouraged to seek out opportunity for themselves.

1. The school organises INSET which is considered to be part of teachers' annual CPD. In addition, where appropriate, a staff member may attend one external course per academic year, although this figure may be exceeded in certain circumstances. In assessing which teachers should be asked to go on individual courses or be given permission to do so, due regard will be paid to school and individual need. For example, training may need to be undertaken by an individual:
  - at short notice when that staff member has been, or is to be, promoted to a role which imposes high and fluid training demands, for example, the Designated Safeguarding Lead, who will be given the time and resources required to perform that role properly **further to Annex B of Keeping Children Safe in Education as amended September 2020**
  - when it is necessary to keep abreast of sudden changes in the law
  - by dint of our Thinking School practices, which create a demand for specialist training
  - in training them appropriately to meet a broad spectrum of responsibilities
  - to meet departmental requirements
  - to meet their own needs, identified at appraisal interview or otherwise

All these, save training of the Designated Safeguarding Lead, will be balanced against school need and budget feasibility

2. Courses will usually be paid for in full by the school, including any travelling or subsistence charges. Exceptions may be made in the case of either exceptionally high cost or frequent attendance. Financial arrangements will be made by the Headmistress with the office once the application has been accepted and the paperwork completed by the relevant teacher, including timely delivery of Leave of Absence forms to the Deputy Head (Operations). Post-course expenses, usually travelling, should be dealt with directly through the Bursar
3. Staff in the Lower School and Middle/Upper School bring their course requests to the Head of Lower School and/ or the Deputy Head (Academic) in the first instance. If the latter give their approval, the request is referred to the Deputy Head (Operations) who will sign off the request. In extreme circumstances, the request will be denied if the absence would leave the school short staffed but we aim to give permission wherever possible. Any requests must also be ratified by the Bursar. Courses are paid for in full by the school, including travelling or subsistence charges, at the discretion of the Bursar
4. There are times when a training course has general relevance, perhaps to a whole department or even the whole school. In such a case, the teacher who attended the course should be ready to debrief colleagues

**Professional Review and Monitoring**

(see **Professional Excellence and Monitoring and Staff Monitoring Policies**)

**Collaborative Practice:**

Such is the advanced state of the school's teaching and learning culture, wherever possible, we look to NHP teachers to be the training providers, a confidence in our staff which is proving to be well-founded.

Shared practice also forms part of our CPD programme. The staff meetings' agenda dedicates time for good practice to be presented by different members of staff and ideas to be shared and discussed. Time is also set aside for staff to observe each other's lessons and for new teachers to be observed by members of the Middle Management Team, and in turn, observe them. Cover will not generally be provided for observers, save where there is a need for such an observation to be carried out at short notice.