



Gulf English School

Professional Development Policy

January 2017

INTRODUCTION

This policy sets out our commitment to Career Professional Development and the entitlements and responsibilities of staff for their Professional Development.

A systematic approach to CPD (career professional development) is to ensure that all staff have the capabilities necessary to fulfil their roles, develop themselves and their careers, adapt to change and assist in developing others.

We believe that a coherent and progressive opportunity to develop both professionally and personally both improves standards and raises morale through personal and professional fulfilment. CPD complements the school improvement agenda and is connected to it through the school performance management system.

The Staff has a responsibility to evaluate their own performance and to assess their competencies and skills against the relevant professional standards.

PURPOSE

This Policy provides the framework for the Professional Development for all staff at the Gulf English School.

The Standards of Professional Practice that must be maintained by teaching staff include:

Professional Knowledge

- Teachers know how students learn and how to teach effectively
- Teachers have sound subject and professional knowledge
- Teachers know their students

Professional Practice

- Teachers plan and assess for effective learning
- Teachers create and maintain safe and challenging learning environments
- Teachers use a range of strategies and resources to engage students in effective learning

Professional Engagement

- Teachers reflect on, evaluate and improve their professional knowledge and practice
- Teachers are active members of their profession

The CPD policy aims to support and promote the school's values. These are:

- The continuation and development of a culture in which there is respect for the belief of others, co-operation and teamwork, inclusiveness and a commitment to equal opportunity.
- The development of confidence, initiative, determination and resilience in all students
- For students to aspire and achieve their full potential
- Respect for high achievement

CPD Activities

CPD occurs through a range of formal and informal work-related activities. These include:

Attendance at:

- Conferences
- Seminars
- Workshops
- Short courses

Participation in:

- Staff mentoring
- Networks
- Committees or working parties
- Peer observation
- Subject, Year group meetings
- Undertaking specific courses

Formal Studies

- Higher education studies

Context

CPD activities should benefit the individual and the school by enhancing the skills and professional learning base of all.

Links

This policy recognises the connectivity between CPD and the priorities that impact upon the school. In particular the:

- The SIP
- The School's Quality and Assurance SEF
- BSME's LSSEF (Learning School Self Evaluation Form)
- The Professional Standards for teachers
- The Leadership Standards
- Performance Management
- Job descriptions
- Recruitment, NQT mentoring programme , retention and succession planning

Aims

- Improvement in the quality of teaching, pupil learning and standards of attainment/achievement
- Continued review, and implementation of new approaches to classroom practice
- Opportunities for all staff to take responsibility for updating their skills and knowledge according to their job and career aspirations.

Outcomes

- Improvements in the individual's knowledge, skills and understanding.
- Improvements in motivation, confidence and job satisfaction
- Career development and career progression
- Individual staff taking control of their own CPD
- Developing expertise throughout the school
- Raising standards of teaching and pupil attainment
- Quality assured provision of training and development through Head Office

Participation

All staff will participate in CPD activities. Some CPD activities may be mandatory by agreements, Head Office requirements and school policy. Additionally, staff may be required to attend activities related to technological or organisational change and development.

Responsibility

The development of staff is a responsibility shared by individual staff members and the Leadership team of GES.

Specifically, these responsibilities include:

Individual

- CPD is a shared responsibility between individual and MLT/SLT. Each individual is responsible for their own learning and development and is expected to manage their own CPD; as well as to contribute to the development of their colleagues by sharing their expertise

Senior Leadership Team

- The SLT is responsible for encouraging, counselling and helping staff to identify their learning and career development needs and to help them source and pursue activities to meet those needs.
- The SLT should investigate and negotiate with Head Office through the Director to ensure access to relevant staff learning and development activities for individuals and groups of staff.

Equal Opportunity

CPD is an important aspect of the GES Performance and development culture. The staff is eligible for learning and development in some form, and equal opportunity applies to access and participation of all staff.

FUNDING (External CPD)

☐ There is planned use of the school budget

☐ Funding is sourced through the Head Office. The SLT will liaise with the Director to ensure that the training and development budget needs are linked to the

SIP and the owner company's strategic plan and vision.

- The SIP and budget allocation for the current or next school year has an impact on the range of CPD activities that can be supported. If there is limited funding, priority will be given to training that will raise standards where it is most needed.
- The SLT will liaise with the training and development department of Head Office, BSME, external examination bodies and other outside agencies to provide high quality 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. CPD identified is essential for a reviewee to meet their objectives and:
 - b. The extent to which the training and support will help the school achieve its priorities.

The school priorities will have precedence.

- Staff may be asked to repay the school for courses they have attended should they leave the school at the end of the same academic year in which the course had been offer

PROCEDURES

Utilisation of GES staff for CPD

Sharing expertise with colleagues is an essential element of performance and development culture of the school and the staff is expected to use their knowledge, skills and expertise to help develop their colleagues.

Induction and Orientation

All new staff must undergo an induction and orientation process on or immediately following their commencement with the school. This includes orientation of the workplace, the Staff Code of Conduct and the School Policies and practices.

CPD plans

Staff should meet at least once with their Year or Subject Leaders or one of the SLT to develop and review the development plan through staff performance and Year/Subject development plans.

Completion of CPD activities

On completion of any CPD activity, there is an expectation that staff complete information sharing activities with members of their immediate and wider school groups. This may include but is not limited to:

- Discussion and feedback to colleagues
- An internal programme for the benefit of colleagues
- A report on the activity
- Workshop/presentation

Accountability

- In the event that a teacher has not made good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided, the teacher should not be held accountable.

Reporting

- Individual staff records of CPD will be maintained by the Head with responsibility of staff CPD.

Evaluation and Review

- This policy and associated procedures will be reviewed annually.