



St. Ethelbert's Catholic Primary School

Training and Development of Staff

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

1. Introduction – Scope

This policy has been adopted by the Governing Body to provide a clear framework for decisions relating to the training and development for all staff and governors in this school.

The policy applies to the identification of needs and the provision of access for all training, including professional and personal development.

The Governing Body fully appreciates the value of ensuring all staff and governors can access high quality training and development linked clearly to the needs of their role and to the priorities of the school as set out in the School Plan. By enhancing the skills, knowledge and motivation of all staff and governors the Governing Body believes this will better equip the school to ensure all pupils achieve their potential.

The school is committed to fostering a culture of encouraging continuous learning and enrichment of staff and governors as a long term strategy to impact positively on standards and morale. The school recognises and values the contribution that all learners make, regardless of their role or position within the school.

All staff and governors involved in training and development are required to work in ways that are entirely consistent with this policy at all times.

2. Aims and Objectives

The aims and objectives of this policy are to ensure:

- all staff and governors have equality of access to high quality training and development opportunities clearly linked to their role and the priorities for school improvement
- decisions regarding access to and funding for training and development opportunities are clearly based on the anticipated impact on school improvement and progress of pupils in this school
- all staff and governors are encouraged to consider themselves as learners with the aim of developing and improving their practice and skills continuously
- an annual plan to address the priority training and development needs of staff and governors is approved, monitored and evaluated by the Governing Body

3. Principles and Process

All staff and governors have a duty to take responsibility and ownership for their development and training, ensuring that they reflect on their own progress and

development needs within the context of their own aspirations, the challenges of their role and the needs of the school

Learning and development can arise from a wide range of sources, both formal and informal. The school believes that all staff and governors should be encouraged to consider a wide range of activities in addition to formal training. A suggested list of activities is included at appendix to this policy.

All staff will have an annual performance management meeting and this will be the primary mechanism for discussing, identifying and agreeing relevant training and development needs

Information regarding recommended training identified within the performance management process will be forwarded to the school's training and development co-ordinator at the earliest opportunity.

The school's training and development co-ordinator has responsibility for drafting a recommended training plan with outline budget for approval by the Governing Body/Personnel Committee. This plan will be updated through the school year to take into account training opportunities and funding sources that arise in year.

Ad hoc requests for funding and release for formal training/development during the year must be discussed with the individual's line manager /Performance Management Reviewer and then passed to the Training and Development Co-ordinator. The Headteacher has responsibility to authorise in year funding and release for all ad hoc requests.

All decisions regarding funding and release for training and development opportunities will be clearly based on the anticipated impact on school improvement and progress of pupils in this school. Decisions will be prioritised based on this criterion and cost effective use of available budget.

3.8 Generally the cost of funding formal development will be met in full by the school where there is a clear link with the needs of the school. Individual's who undertake agreed formal training/development will be re-imbursed for any reasonable costs incurred in accordance with their contractual terms and conditions.

Prior to undertaking formal training/development individuals must, as far as possible discuss and clarify with their line manager/Performance Management Reviewer the anticipated learning outcomes and how these will be best used within their role in the school.

This discussion will include how best the learning can be disseminated across the school. This may include;

- Informal presentation to staff, SMT or Governing Body as appropriate
- Preparation of a brief report of key learning points and recommendations
- Discussion within staff or team meeting or with individual/groups of staff or governors
- Modelling new skills for observation by others
- Circulating notes or resources received

On returning to school after the development opportunity individuals must follow up the agreed action points to ensure that learning can be disseminated across the school.

Individuals who are unable to attend formal training/development sessions must inform their line manager at the earliest opportunity and ensure prompt action is taken either to avoid/minimise the cost or take all reasonable action to arrange for a replacement to attend.

All training and development activities should be evaluated for their impact and quality. All staff and governors should complete the attached evaluation form immediately following the activity and forward it to the Training and Development Co-ordinator. In the longer term a discussion should take place between the individual and their performance management reviewer or line manager regarding the longer term impact on pupil progress, school improvement and the individual's own practice and development.

In the event that the individual is dissatisfied with any aspect of the event then the Training and Development Co-ordinator and Headteacher must be informed and consideration should be given to a formal complaint to the training provider if appropriate

4. Roles and Responsibilities

The Governing Body has responsibility for the approval of this policy and any approval of any subsequent amendments. The Governing Body will formally review this policy annually.

The Headteacher has responsibility for implementing and communicating the policy and ensuring that staff and governors are aware of their entitlements and obligations. The Headteacher is responsible for ensuring that there is a culture within the school where all adults working in school are regarded as learners and encouraged to identify and undertake suitable opportunities, formal and informal for learning and development.

The school's Training and Development Co-ordinator is responsible for the day to day operation and monitoring of the policy. This includes the drafting and updating of a school plan for the provision of development activities including INSET. The plan should include outline budget requirements and be submitted to the Personnel Committee for approval who should monitor the position by the end of terms 2, 4 and 6.

The school's Training and Development Co-ordinator will provide an annual report for the Governing Body that sets out the formal development activities undertaken including any qualifications completed, assessment of the impact on raising standards and achievement and any recommendations for improvement.

All staff and governors are responsible for considering their own training and development needs and discussing this with their line manager/Performance Management Reviewer. Governors should discuss any development needs with the school's Training governor.

6. Legal Framework

The school will ensure that it meets fully the requirements of a good employer and will take all action necessary to comply with relevant legislation including the following:

- Sex Discrimination Acts 1975 and 1986 (as amended)
- Race Relations Act 1976
- Disability Discrimination Act 1995
- Data Protection Act 1998
- Employment Equality (Religion or Belief) Regulations 2003

- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2006

7. Complaints

7.1 Any staff or governor who has a complaint regarding access to training or development should raise this informally with their line manager or Performance Manager in the first instance and as early as possible

7.2 If the individual remains dissatisfied with this response then they should raise the matter more formally using the school's grievance procedure.

8. Review

This policy will be reviewed annually and at any other time if changes are required to comply with changes in legislation, regulation or national or KCC advice. Any amendments will require the approval of the full Governing Body.

The Evaluation of Training and Development Pro Forma is handed out by the school office.

Headteacher
Review November 2018