



**Bath & Wells Multi Academy Trust
Training and Development Policy**

Contents

1. Purpose	2
2. Applicability	2
3. Roles and responsibilities	2
4. Principles	2
5. Process	3
6. Legal Framework	4
7. Complaints	4
8. Review	4
Appendix 1: Evaluation of Training and Development Pro Forma	5
Appendix 2: Some Suggested Strategies for Staff Development Activities	7

Training and Development Policy

1. Purpose

- 1.1. This policy provides a clear framework for decisions relating to the training and development of all staff and governors and applies to the identification of needs and the processes of access for all training including professional and personal development.
- 1.2 This procedure is effective from 1 April 2013 as approved by Bath & Wells Diocesan Academies Trust operating as Bath & Wells Multi Academy Trust (hereafter referred to as the MAT).

2. Applicability

- 2.1. This procedure applies to all employees and governors within the MAT. All employees are included, whether permanent or on a fixed term contract. It does not apply to agency workers, contractors or volunteers.

3. Roles and responsibilities

- 3.1 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.
- 3.2 The Headteacher/Principal 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.
- 3.3 The school's Training and Development Co-ordinator is responsible for the day to day operation and monitoring of this policy. This includes the drafting and updating of a school plan for the provision of development activities including INSET. The plan should include an outline of budget requirements and be submitted to the appropriate Committee for approval. 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.
- 3.4 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. 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.

4. Principles

- 4.2 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.
- 4.3 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

Training and Development Policy

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

4.4 This policy aims to ensure that:

- 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

4.5 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 2 to this policy.

5. Process

5.1 All staff will have an annual appraisal 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.

5.2 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.

5.3 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 Principal/ Headteacher has responsibility to authorise in year funding and release for all ad hoc requests.

5.4 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 school. Decisions will be prioritised based on this criterion and cost effective use of available budget.

5.5 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 reimbursed for any reasonable costs incurred (all costs should be agreed in advance with the Line Manager) in accordance with their contractual terms and conditions.

5.6 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.

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

Training and Development Policy

- 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
- 5.8 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.
- 5.9 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.
- 5.10 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.
- 5.11 In the event that the individual is dissatisfied with any aspect of the event then the Training and Development Co-ordinator and Headteacher/Principal must be informed and consideration should be given to a formal complaint to the training provider if appropriate

6. Legal Framework

- 6.1 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 Equality Act 2010 and Data Protection Act 1998

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

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

Training and Development Policy

Appendix 1: Evaluation of Training and Development Pro Forma

Course/Event Details

Title of Course/Event:	
Date:	Location:
Training Provider:	
Cost of Training:	Funding provided by:

2. Learning Objectives

1.	Met in full/Partially/Not at all
2.	Met in full/Partially/Not at all
3.	Met in full/Partially/Not at all

Course Assessment

Specifically what I enjoyed about this course

Training and Development Policy

Anything about this course that could have been improved

How I will use this learning, including briefing of others

Signed:

Date:

Training and Development Policy

Appendix 2: Some Suggested Strategies for Staff Development Activities

- Access Headteacher/Principal for discussion
- Advice from Professional Association
- Ask students to evaluate 'teaching styles'
- Ask students to evaluate 'learning styles'
- Attend meeting of groups outside own sphere
- Balance between praise and discipline in the classroom
- Collaborative teaching
- Comparative education
- Counselling/support from senior managers
- Create a shared area for colleagues to work collaboratively
- Cross moderation - examine shared expectations for a year group in each curriculum area
- Delegation
- Demonstration lessons
- Develop cross-phase contact
- Devise curriculum programme
- Discussion with a curriculum co-ordinator in another school
- Displays/exhibitions/portfolios/presentations by pupils
- Double up classes on a regular basis to provide release time for teachers to observe a colleague or work with specific children
- European Union teacher exchanges
- Exchange ideas with a colleague
- Explore websites such as Teachernet , National College of School Leadership
- Form a support group
- Further qualifications: degree/accredited/modular course
- Gather parents' responses
- Industrial placement
- Invest in blinds to black-out room - facilitates use of OHP/video/computer
- Invite Adviser in
- Involve pupils in developing resource materials e.g. secondary IT group
- Job rotation/shadowing/swap
- Joint project with a teacher in another school
- Keep log / diary / portfolio / record of progress
- Links with industry
- Links with colleges etc.
- Look at individual strengths - share expertise
- Make detailed lesson plans
- Make use of commercial expertise
- Mentorship/mediation
- Mutual observation
- Negotiating time
- New/different areas of responsibility
- Observe a colleague

Training and Development Policy

- Personnel management training
- Prioritise responsibilities
- Procure additional resources
- Produce differentiated resource material
- Re-define the roles of adults other than teachers e.g. classroom assistants
- Re-organisation of classroom/resources
- Read a book/watch appropriate video
- Read the Hay McBer research into characteristics of effective teachers
- Refer to the TTA standards for teachers
- Research
- Review techniques e.g. collaborative teaching
- Run a course
- Set up a 'roundabout' - teachers dealing with subjects they are 'keen on/good at'
- Set up a helpline
- Share good practice within a cluster/consortium
- Shared planning of 'lesson' and shared evaluation of outcomes
- Show parents around the school
- Stress management - practical help
- Structured help from line manager
- Surf the NET for ideas on teaching
- Support students/work experience
- Talk to someone who is not involved in education
- Teach different skills to the pupils e.g. self-evaluation
- Teacher exchanges
- Team bonding - valuing people - social occasions together
- Team teaching
- Test new strategies with a small group
- Time to talk/reflect
- Time management strategies
- Trialling and evaluation of resources/materials
- Try new grouping strategies - e.g. by ability or gender
- Up-date your CV
- Use at least one development day each year for individual development activities
- Use video of self + analysis
- Use of other adults
- Use a focused agenda for a concentrated talk with a pupil
- Vary year group responsibility
- Visit from primary school teacher
- Visits to other schools
- Whole staff brainstorming of termly topic
- Work through a problem with another colleague who has a similar problem
- Work with an Advanced Skills Teacher (AST)
- Work with a peer in an informal situation
- Write a short paper

Go on a course!