

## **[7C] PARK SCHOOL AND NURSERY - STAFF INDUCTION AND CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICY – ISI 17C**

### **1. INTRODUCTION**

- 1.1 This policy applies to the whole School and Nursery staff.
- 1.2 This policy applies to all staff working at Park School and Nursery, including teaching, support, nursery, administrative, lunchtime and supply staff.
- 1.3 Park School and Nursery values all staff and recognises that high-quality education, safeguarding and pupil wellbeing depend on a skilled, supported and well-trained workforce. The school is committed to ensuring that all staff receive appropriate induction, supervision, appraisal and continuing professional development (CPD) to support their professional growth and to promote the welfare, safety and educational progress of all pupils.
- 1.4 Overall responsibility for staff induction, supervision, appraisal and CPD lies with the Headteacher, with delegated responsibilities to senior leaders as outlined in this policy.
- 1.5 All staff receive regular safeguarding and child protection training in line with statutory requirements and school policy, including Prevent and online safety where relevant

### **2. DEVELOPMENT**

- 2.1 All staff in our school are encouraged to pursue professional development opportunities. These opportunities are linked to local and national priorities such as:
  - 2.1.1 those identified within our school improvement plan;
  - 2.1.2 guidance for early career teachers;
  - 2.1.3 priorities identified by individuals.

### **3. EQUALITY OF OPPORTUNITY**

- 3.1 The school ensures that all staff have equality of opportunity to access induction, supervision, appraisal and professional development without discrimination. CPD opportunities are allocated fairly and reflect both school priorities and individual development needs.

### **4. INDUCTION**

- 4.1 All staff receive a planned and appropriate induction relevant to their role and responsibilities. Induction includes information on:
  - 4.2 safeguarding and child protection procedures
  - 4.3 health and safety
  - 4.4 behaviour management
  - 4.5 staff code of conduct
  - 4.6 Whistleblowing and Low level concerns
  - 4.7 the school's ethos and policies
  - 4.8 Teaching Staff

- 4.9 Early Career Teachers (ECTs) are enrolled in a formal external ECT Induction Scheme and receive mentoring in line with statutory requirements.
- 4.10 Teachers new to the school who are not ECTs receive induction and ongoing support from year-group colleagues and senior staff during their first year.
- 4.11 Nursery Staff (EYFS)
- 4.12 Nursery staff receive comprehensive induction in accordance with the Early Years Foundation Stage statutory framework, including safeguarding, child development and welfare requirements.
- 4.13 Support, Supply and Other Staff
- 4.14 Support staff, supply staff and work experience students receive role-appropriate induction.
- 4.15 Supply staff and students are supported through a guidance booklet and supervision by a named member of staff.
- 4.16 INSET days take place every term and all staff are expected to participate in the training which is deemed relevant to them by the Headteacher.
- 4.17 The CPD undertaken at Park is overseen by the Headteacher and Nursery Manager.

## **5. SCHOOL DEVELOPMENT PLAN**

- 5.1 The school encourages all staff to engage in ongoing professional development. CPD opportunities are linked to:
  - 5.2 the School Development Plan (SDP)
  - 5.3 safeguarding and pupil welfare requirements
  - 5.4 national priorities and statutory guidance
  - 5.5 individual professional needs
- 5.6 INSET days are held each term, and staff are expected to participate in training relevant to their role, as determined by the Headteacher.
- 5.7 CPD provision is overseen by the Headteacher and Nursery Manager. Funding for CPD is identified within the school budget and aligned with SDP priorities.
- 5.8 All staff receive regular safeguarding training, including child protection, Prevent duty and online safety where appropriate, in line with statutory requirements.

## **6. THE APPRAISAL AND REVIEW SYSTEM**

- 6.1 The appraisal and review system is designed to encourage staff to take a positive and pro-active approach to CPD. Learning will be fed back to the rest of the staff in order to maximise skills and share knowledge. Staff will be involved in setting targets and areas for development and will sign an appraisal agreement after the annual meeting.
- 6.2 Teaching staff from Nursery to Year 6 will have an annual appraisal meeting with the Headteacher. During this discursive meeting, three areas will be targeted for focused development: one relating to the nursery/school development plan, one relating to a subject area and one relating to personal development. The teacher is encouraged to take an active role in the identification of the subject and personal goals. The progress towards developing these areas will be reviewed after six months and evaluated for success in the following annual appraisal.

6.3 ECTs are subject to the same appraisal and review system as the rest of the teaching staff, as well as being enrolled on a formal ECT Induction Scheme outside School. An appointed mentor will give guidance, alongside support and mentoring from the Headteacher. It is vital that this probationary period is completed successfully as it may have a bearing on the renewal of the teacher's contract and future employment prospects. The ECTs personal goal for development will always be the successful completion of the ECT year. ECTs have 20% non-contact time and time allowed to attend ECT Induction training off site.

6.4 Teaching Assistants have an individual self-assessment appraisal meeting annually with the Headteacher. Their development goals are closely linked to the School Development Plan and the termly scheduled INSET programme.

6.5 All staff in the Nursery are subject to the statutory requirements of the Early Years Foundation Stage. Staff receive comprehensive induction training to ensure staff are supported in their roles and pupils' welfare is safeguarded. Supervision meetings are held with the Nursery Manager twice a term, but staff are free to book meetings in between if necessary. These meetings provide opportunity to discuss any issues with children, identify solutions to problems as they arise and receive coaching to improve their personal effectiveness. In addition, Nursery staff have individual self-assessment appraisal meeting annually with the Headteacher where performance and goals are reviewed.

6.6 Administrative and support staff each have an individual appraisal meeting annually with their Line Manager, either with the Headteacher or Bursar, when performance and development goals will be discussed and agreed.

6.7 Lunchtime Supervisors have an individual self-assessment appraisal meeting annually. Their development goals are closely linked to the School Development Plan and the termly scheduled INSET programme. Since their supervision role links to general Health & Safety matters they also have a termly meeting with the Bursar as an opportunity to discuss any playground H&S issues so that these can be escalated to the Headteacher and Site Manager.

## 7. EVALUATION

The impact of professional development on teaching, safeguarding and pupil outcomes is monitored and evaluated.

7.1 Evaluation forms are completed following training and returned to the Director of Studies within one week.

7.2 A central record of all CPD undertaken is maintained.

7.3 The Director of Studies provides an annual written report to the Headteacher on CPD activity and impact.

## 8. CPD PROGRAMME

8.1 The CPD programme offers staff a wide range of development opportunities which may include:

- induction and role-specific training
- appraisal and performance review
- INSET and staff training days
- safeguarding and welfare training
- coaching and mentoring
- subject and professional target setting
- working groups and curriculum development
- conferences and seminars
- local, regional and professional networks

- membership of professional associations

**9. 9. REVIEW**

9.1 This policy is reviewed regularly to ensure compliance with ISI Standards, EYFS statutory requirements and current safeguarding legislation.