

Staff Development Policy

The Eden School



Approved by:

The Board of
Governors

Date: 31st of August 2024

Last reviewed on:

1st September 2025

Next review due by:

31st August 2026

Purpose

The Eden School is committed to the continuous professional development (CPD) of all staff, recognising that a well-trained, highly skilled workforce is essential for delivering quality education and achieving our mission. This policy outlines our commitment to equipping staff with the skills, knowledge, and support they need to excel in their current roles and prepare for future opportunities, while aligning staff development with the School Development Plan and fostering a culture of lifelong learning.

Objectives

The main objectives of this policy are to:

- Improve the quality of teaching and learning, and overall staff performance
- Support personal and professional growth of staff members
- Equip staff to meet the changing demands of education, including technology, teaching methodologies, and regulatory requirements
- Foster a culture of reflection, collaboration, and continuous improvement
- Align professional development with the School Development Plan, team plans, and individual staff goals

Principles

- **Inclusivity:** All staff are entitled to high-quality professional development opportunities, regardless of their role.
 - **Alignment:** Professional development activities will be aligned with the school's vision, goals, and statutory requirements.
 - **Reflective Practice:** Staff members are encouraged to engage in reflective practice, to review their own teaching and learning, and to set meaningful professional goals.
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Responsibilities

› Board of Governors

- Approve and regularly review the staff development policy.
- Monitor the effectiveness of the professional development programme and its alignment with school objectives.

› Headteacher

- Ensure the implementation of this policy across the school.
- Provide leadership to ensure that staff development aligns with the School Development Plan.
- Allocate necessary resources to meet staff development goals.

› Deputy Headteacher for Staff Development

- Coordinate the school's CPD programme, ensuring that it addresses both school-wide objectives and individual staff needs.
- Ensure that professional development plans are integrated with the performance management system and are reflective of staff's career aspirations.
- Develop annual reports on the outcomes of CPD activities, highlighting areas of improvement and success.

➤ Heads of Department/Subject Leaders

- Monitor the delivery of CPD within their respective departments.
- Ensure that training aligns with departmental goals and teaching standards.
- Support staff in developing and implementing their individual professional development plans.

➤ Individual Staff Members

- Take responsibility for their own professional development, engaging fully with the CPD opportunities provided.
- Maintain a **Professional Development Portfolio** that tracks goals, progress, and outcomes of all CPD activities.

Professional Development Process

➤ 1. Performance Management and Professional Development Portfolios

- **Performance Management:** Every member of staff will participate in a formal performance management process. Targets will be set at the beginning of the academic year, reviewed mid-year, and formally evaluated at the year's end. These targets will be linked to both school and personal development objectives.
- **Professional Development Portfolios:** Each staff member is required to maintain a portfolio documenting their CPD activities, reflective practice, and evidence of progress towards targets. This will serve as a professional record for performance evaluations and career development.

➤ 2. Identifying Professional Development Needs

- **School-Level Needs:** CPD will be aligned with the School Development Plan to ensure that staff development contributes to the overall improvement of teaching, learning, and school operations.
- **Departmental-Level Needs:** Heads of Department will be responsible for identifying CPD needs within their teams, ensuring that the department remains up to date with new teaching methods, curriculum changes, and subject-specific advancements.
- **Individual Needs:** Staff will have the opportunity to identify their personal CPD needs through performance management meetings, in consultation with their line managers. Staff will be encouraged to focus on areas such as leadership, curriculum development, pastoral care, or other aspects of their role.

➤ 3. Types of Professional Development Activities

Professional development activities may include but are not limited to:

- **In-House Training:** Utilising the expertise within the school to offer training sessions, workshops, and peer-led learning opportunities.
- **External Courses and Conferences:** Staff may attend external courses, conferences, or seminars to develop new skills and knowledge.
- **Coaching and Mentoring:** Staff will have access to coaching and mentoring opportunities, either through formalised programmes or peer collaboration.
- **Online Learning:** Access to digital learning platforms for self-paced CPD activities.
- **Action Research and Projects:** Staff may engage in action research or school improvement projects, which contribute both to their professional growth and the wider school improvement plan.

➤ 4. Induction for New Staff

All new staff members will receive a structured induction programme that includes an introduction to the school's ethos, key policies, and expectations. This will also cover essential CPD for new employees, including safeguarding, health and safety, and classroom management.

Monitoring and Review

- Heads of Department, in collaboration with the Deputy Headteacher for Staff Development, will monitor and evaluate the impact of CPD on teaching quality and student outcomes.
- **Staff Development Audits:** Annual audits will be conducted to assess the efficacy of the professional development programme, including feedback from staff on the relevance and quality of training received.
- The **Board of Governors** will review this policy annually, taking into consideration feedback from staff, performance reviews, and changes in statutory requirements.

Resources and Budget

The school will allocate an appropriate budget to fund staff development activities. Prioritisation will be given to CPD that is aligned with school improvement priorities and statutory training requirements.

Safeguarding and Data Protection

All CPD activities will comply with safeguarding and data protection guidelines. Staff training will include mandatory safeguarding training, online safety, and GDPR compliance.

Appendices:

Mandatory training for school staff

There's no central list of mandatory training. This document is for guidance only to help understand when training will be required, but it's not intended to be exhaustive.

Health and safety

AREA	ROLE	TRAINING REQUIREMENTS	REVIEW FREQUENCY	LEGISLATION/GUIDANCE
General health and safety	All staff	<p>Provide staff with the health and safety training needed for their role, including:</p> <ul style="list-style-type: none">• How to assess specific risks for their job• How to meet their roles and responsibilities set out in your health and safety policy	As soon as staff are exposed to a new or increased risk (e.g. due to new, responsibilities, equipment or procedures being introduced).	<p>➤ Health and safety: advice for schools, GOV.UK – Department for Education (DfE)</p> <p>➤ The Management of Health and Safety at Work Regulations 1999: regulation 13, legislation.gov.uk</p>

AREA	ROLE	TRAINING REQUIREMENTS	REVIEW FREQUENCY	LEGISLATION/GUIDANCE
Fire safety	All staff	<p>Train new staff in fire safety when they start work.</p> <p>Tell all employees about any new fire risks.</p> <p>Where necessary, you must nominate a competent person or persons to implement fire-fighting measures. These people should receive adequate training.</p>	<p>Provide refreshers as necessary (including at least 1 fire drill per year), to help ensure knowledge is maintained.</p>	<ul style="list-style-type: none"> ➤ Fire safety in the workplace, GOV.UK ➤ The Regulatory Reform (Fire Safety) Order 2005: article 13, legislation.gov.uk
Control of substances hazardous to health (COSHH) (including legionella)	Anyone who may be exposed to substances hazardous to health	<p>Provide appropriate training. It should be provided in a manner appropriate to the level, type and duration of exposure identified by risk assessments.</p>	<p>COSHH training should be updated whenever potential exposure to hazardous substances is affected by a significant change to:</p> <ul style="list-style-type: none"> • The type of work undertaken, or • The work methods used 	<ul style="list-style-type: none"> ➤ The Control of Substances Hazardous to Health Regulations 2002: regulation 12, legislation.gov.uk (as amended in 2004) ➤ COSHH Code of Practice, HSE, see page 60 ➤ Legionella and Legionnaires' disease: what you must do, Health and Safety Executive (HSE)

AREA	ROLE	TRAINING REQUIREMENTS	REVIEW FREQUENCY	LEGISLATION/GUIDANCE
Asbestos	Anyone who is liable to be exposed to asbestos during their normal work, or who supervises those employees	<p>You must provide the right level of information, instruction and training so staff can work safely and competently without risk to themselves or others.</p> <p>Use a training needs analysis to identify what should be covered to ensure workers have the right level of competence.</p>	Provide this at regular intervals, and in response to changes in the type of work being carried out or relevant new findings in risk assessments, to help make sure knowledge is maintained and up to date.	<ul style="list-style-type: none"> ➤ The Control of Asbestos Regulations 2012: regulation 10, legislation.gov.uk ➤ Asbestos information, instruction and training, HSE ➤ Asbestos management in schools, GOV.UK – DfE

First aid and medical conditions

AREA	ROLE	TRAINING REQUIREMENTS	HOW OFTEN TO UPDATE	LEGISLATION/GUIDANCE
First aid	Designated first aider	They must have undertaken suitable training and hold an appropriate first aid qualification.	First aid training certificates must be renewed every 3 years. The HSE recommends first-aiders undertake annual refresher training during the 3-year period.	➤ First aid at work, HSE, see regulation 3
Paediatric first aid	Newly-qualified staff (who completed a level 2 or 3 qualification on or after 30 June 2016)	Must hold either a full or emergency paediatric first aid (PFA) certificate within 3 months of starting work if they are to be included in staff: child ratios.	PFA training must be renewed every 3 years. Consider annual refresher training to help maintain skills and keep up to date with changes to PFA procedures.	➤ Early Years Foundation Stage (EYFS) statutory framework, GOV.UK – DfE, see pages 26 and 27
Supporting pupils with medical conditions	Staff taking on the responsibility of supporting pupils with medical conditions	Provide suitable training.	Identify the level of training required during the development/review of each child's individual healthcare plan.	➤ Supporting pupils at school with medical conditions, GOV.UK – DfE, see pages 17 to 18

Safeguarding

AREA	ROLE	TRAINING REQUIREMENTS	HOW OFTEN TO UPDATE	LEGISLATION/GUIDANCE
Child protection and safeguarding	All staff	<p>You should provide appropriate safeguarding and child protection training at induction, and staff must read at least part 1 of Keeping Children Safe in Education (KCSIE).</p> <p>It should:</p> <ul style="list-style-type: none"> ➤ Be integrated, aligned and considered as part of your whole-school safeguarding approach ➤ Have regard to the Teachers' Standards, with the expectation that teachers manage behaviour effectively for a safe environment <p>Online safety training should be integrated, aligned and considered as part of the overarching safeguarding approach.</p>	<p>Training should be updated regularly and should be in line with advice from your local safeguarding children board.</p> <p>You should also provide safeguarding and child protection updates as required, but at least annually. This can be via email, e-bulletins and staff meetings.</p>	<p>➤ Keeping Children Safe in Education, GOV.UK – DfE</p>

AREA	ROLE	TRAINING REQUIREMENTS	HOW OFTEN TO UPDATE	LEGISLATION/GUIDANCE
Child protection and safeguarding	Designated safeguarding leads (DSLs) (and any deputies)	They should undergo additional training, including Prevent awareness training, to provide them with the knowledge and skills required to carry out the role.	<p>Training should be updated at least every 2 years.</p> <p>They should refresh their knowledge and skills as required, but at least annually. This could be via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments.</p>	<p>➤ Keeping Children Safe in Education, GOV.UK – DfE, see Annex C</p>
Safer recruitment	1 person on any recruitment panel	Seek advice from your 3 local safeguarding partners about what the training should cover.	Seek advice from your 3 local safeguarding partners about how often you should refresh it.	<p>➤ Keeping Children Safe in Education, GOV.UK – DfE, see page 51</p> <p>➤ Staffing and employment advice for schools, GOV.UK – DfE, see page 13</p> <p>➤ Working together to safeguard children, GOV.UK – DfE</p>

Special Educational Needs (SEN)

ROLE	TRAINING REQUIREMENTS	HOW OFTEN TO UPDATE	LEGISLATION/GUIDANCE
<p>New SENCOs that haven't held this role before (either in your school or any other mainstream school) for more than 12 months</p>	<p>Must gain the National Award for SEN Co-ordination within 3 years of being appointed.</p> <p>This has been a requirement since September 2009.</p>	<p>N/A</p>	<ul style="list-style-type: none"> ➤ SEND Code of Practice, GOV.UK – DfE, see page 108 ➤ The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 ➤ The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

Looked after children (LAC)

ROLE	TRAINING REQUIREMENTS	HOW OFTEN TO UPDATE	LEGISLATION/GUIDANCE
Designated teachers for looked-after children (LAC)	Must have appropriate training.	They should regularly keep up to date the necessary skills, knowledge and understanding to support LAC.	➤ Designated teacher for looked-after and previously looked-after children, GOV.UK – DfE, see page 9

Data protection

ROLE	TRAINING REQUIREMENTS	HOW OFTEN TO UPDATE	LEGISLATION/GUIDANCE
Data protection officer (DPO)	They must be provided with the resources necessary to carry out their tasks and maintain their expert knowledge. This should include continuous training.	Should be continuous learning	➤ Guidelines on DPOs, Data Protection Working Party, European Commission, see page 14
Other staff	One of the DPO's tasks is to monitor compliance with your data protection policies. This will involve, among other things, training members of staff who process personal data.	As necessary	➤ UK General Data Protection Regulation, see article 39