



GUILDFORD HIGH SCHOOL

2-8 STAFF DEVELOPMENT POLICY

We are committed to staff development at GHS.

STAFF INSET

- There are three full staff INSET days each school year; these are co-ordinated by the Deputy Head with assistance from SLT.
- The staff INSET Co-ordinator (RPW) directs and runs the INSET budget. The INSET Co-ordinator publicises courses within the staffroom; information regarding INSET courses available may be given directly to individuals or sent to Heads of Department.
- Each member of staff has an INSET allocation, which allows one significant INSET course per year. HoDs are committed to developing their own skills and those of their teams.
- United Learning runs an extensive staff development and training programme, which members of staff attend when appropriate. Please see the Hub for further details.
- Whiteboard and iPad training is available through trainers on the GHS staff and is included in our New Staff sessions early in the Michaelmas term.
- The INSET budget covers academic training, pastoral training, SLT and non-teaching staff training.
- Once an INSET course has been chosen, staff are requested to complete a pink INSET application form, found in the staff room, attaching details of the course and give to RPW or to complete a digital version of the form which can be found on Useful documents.
 - RPW will then process the form and pass to the Head for agreement.
 - Once the pink form is returned and permission given, staff should book the course and inform SEA of any absence requests.
 - It is imperative that the feedback form be completed on returning from the INSET course, as this information helps others make informed decisions about course providers and efficacy of INSET provided.

PERFORMANCE & DEVELOPMENT REVIEW

The Performance & Development Review at GHS is in accordance with United Learning Procedures. The aims of the annual Performance & Development review are as follows:

- a) Discuss, explore and put in place mechanisms to support and improve employee performance;
- b) Inform the Continuous Professional Development (CPD) of all employees;
- c) Enable a meaningful conversation about career aspirations and support, which can be fed into the whole school talent development process; *and*
- d) Link individual objectives and performance with the development of the school.

ALLOCATION OF REVIEWERS

It is usual for staff to be appraised by their line manager and Róisín Watters will oversee the allocation of reviewers at the beginning of each academic year.

Staff have the right to appeal to RPW and/or KJL if they feel that the reviewer initially assigned to them is inappropriate for any reason. If the Head agrees, a different reviewer will be allocated in agreement with the reviewee.

COMPONENTS

Overall, the Performance and Development Review should enable and encourage meaningful and open discussion regarding an individual's growth, development and Continuous Professional Development. Documentation regarding target setting and gathering appropriate evidence can be found in the Staff/Useful documents/Performance & Development Review area of the network. In essence, objectives should be agreed before the beginning of each academic year and their successful completion should be judged through the gathering of evidence in relation to Professional Standards. Continuous Professional Development is central to the Performance and Development Review process. Therefore, the appropriate Career Pathway and career stage should be identified for each reviewee and discussion around the suggested Continuous Professional Development should form a key element of the review meeting discussion. Reviewees are asked to make note of all CPD and Inset sessions they have attended on their PDR. Full-time members of staff are requested to attend five sessions of CPD from our inhouse CPD, which is run throughout the school year.

CONFIDENTIALITY

The management of individual Performance and Development Review information, including the Review Form, is subject to the requirements of the Data Protection Act. The Review Form will be confidential to the reviewer, the teacher concerned and the SLT. Where appropriate, relevant sections of the Review Form can be extracted by the reviewer and shared with relevant individuals for the purposes of training, agreeing targets, etc. Review Forms must be stored in a secure location.

ECTs & ITTs

Colleagues completing their ECT Induction years, or who are following the ITT programme will not participate in the Performance & Development Review scheme during their induction/training years.

INDUCTION FOR NEW STAFF

RPW/September 2023

In order to stimulate the professional development of new teachers (whether new to the profession or to the school) and to help them settle in to life at Guildford High School, an induction programme is arranged by Róisín Watters and Ann Mincar.

We believe that the induction process begins once a teacher is appointed.

At the end of the term preceding a new appointment, the new teacher should receive a letter of welcome from the Head, outlining the details of the New Staff Induction Day usually held in June. This provides a chance to meet other new members of staff and a general introduction to GHS is given. During this session new staff will be given the New Staff Handbook and a short tour of the school. IT training will also be provided. In the afternoon, there will be time to meet with the Head of Department or outgoing Head of Department, get a feel of the school, meet future colleagues and discuss schemes of work.

A training course is arranged by United Learning Head Office and takes place before the beginning of term.

Briefing sessions for new staff are held periodically throughout the year, on a range of matters from completing risk assessment forms for school visits, pupil tracking, learning support, Health & Safety procedures, to writing of reports and parents' evenings.

There is an open-door policy at GHS and new staff soon become familiar with regular 10 minute lesson observations. HoDs do the majority of observations of new staff in their departments. New staff are seen very regularly in the first term. Ann Mincar, Kimberley Salt, Róisín Watters and Duncan Peel will also observe new staff.

All staff at Guildford High are always willing to help and new staff should be encouraged to ask whenever they require help, advice or information.

NEW STAFF INDUCTION PROGRAMME 2023-24

Each meeting will be held on Thursdays, in Room 6 at 4pm and will last for around 20 minutes. These meetings are **COMPULSORY**.

MICHAELMAS TERM

Hints and tips for teaching	7 th September	DEP/ KFS
Pastoral care	16 th September	CBG
iPads	21 st September	JCL
Learning support and tracking	28 th September	KJG/BJR
GHS Handbook/Useful documents	5 th October	RPW
Wellbeing and perks	12 th October	SMM/AJW
Parents' evenings	19 th October	ALM

RPW/September 2023

Rosenshine Principles	9 th November	JEH
CPD	16 th November	RPW
OneNote next level	23 rd November	JCL
New staff meeting- looking ahead to next term	30 th November	RPW
End of term drinks (Lunchtime)	14 th December	

LENT TERM

Risk assessment	11 th January	WHS
Tech savvy	18 th January	JGA
New staff meeting		

TRINITY TERM

School and public exams	3rd May	SEA /ACH
Bucks Fizz lunch	28 th June	

ITTs

As a National Teaching School, GHS welcomes colleagues to train via the United Teaching Initial Teacher Training scheme. Arrangements are co-ordinated by Róisín Watters.

UNITED TEACHING NATIONAL SCITT

The United Teaching ITT scheme works in partnership with Goldsmiths. Prior to commencing training with United Teaching, all trainees are expected to visit a local school for five days, with activities including pupil shadowing, lesson observations focusing on behaviour and learning, routines, expectations, teaching and learning strategies and assessment for learning, as well as reading the school's latest Ofsted report or equivalent. (This has not always been possible for many trainees given Covid regulations this year). There is a specific requirement to follow a 2-day induction period in school during the second part of Trinity term, where the ITT is expected to observe lessons focusing on behaviour and teaching and learning as well as meet the Head, their mentor and key members of staff (including Child Protection/Safeguarding Officer).

There is an initial three-week summer school in July based in our lead (Paddington Academy) and host schools (GHS). The academic year is then spent at GHS with additional training (focusing on lesson RPW/September 2023

observations, and professional and subject studies) one afternoon each week at Paddington. A second placement of 4 weeks in a second, contrasting school (either within the Group, or another local school) is also completed, and the ITT will attend up to three conferences. Assessment will continue throughout the course, based on classroom experience and achievement measured against Teaching Standards, while academic study will comprise three 4,000 word essays. Online support and an allocated mentor is provided as well as a subject mentor at GHS with whom the ITT will meet on a weekly basis to discuss lesson planning, teaching strategies and observations.

Progress will be informally discussed in weekly mentor meetings and also formally tracked and discussed in a six week review which will take place every half term. Evidence for each of the standards will be discussed and noted in each trainee's portfolio. This portfolio of documents, including lesson observations, mentor meeting forms, notes from PLC (Professional Learning Conversations) will be reviewed and assessed by United Teaching National SCITT and moderated by an external visiting assessor in June.

On completion of the one year scheme, the ITT is awarded Qualified Teacher Status (QTS). If the ITT is deemed to have passed they will receive the United Learning Graduate Mark - guaranteeing a job within a United Learning school.

ECTs

At Guildford High School all ECTs are registered with United Teaching using the Swindon and Wiltshire Teaching Hub as our Appropriate Body. Our ECTs follow Ambition's Core Induction Programme. The school undertakes statutory induction in accordance with the current regulations and guidance ('Induction for early career teachers (England)', revised April 2021).

Full details of the ECT programme, including the standards can be found on the Useful documents. RPW oversees the programme for ECTs which is co-ordinated by ALM, who also ensures that new Induction Tutors and Mentors are supported and informed of their responsibilities.

ECTs have a 10% reduction of a normal teaching timetable during their first Induction year and 5% reduction in their second year. This time should be used specifically for classroom observation; completion of the self-study units in the 3 strands: Behaviour -Term 1, Instruction -Term 2 and Subject -Term 3; discussion; progress reviews and formal assessments. A timetabled meeting between the ECT and Mentor will take place weekly and minutes produced should be filed in the ECT's SharePoint folder. The Induction Tutor (RPW) will assess the evidence in this folder along with her observation (2 per term) notes to assess whether the Teachers' Standards have been met.

The role of the Mentor is primarily as professional development coach and pedagogical support. Mentors are chosen for their experience and excellent subject knowledge. ECTs and their Mentors will discuss Teaching and Learning, based on evidence-based research. ECTs will also be given a document in which they can build up a bank of evidence to help the Induction Tutor in assessing that all the Teachers' Standards have been met. ECTs will have two formal assessments- one at the end of Term 3 in the first year and the second at the end of Term 6 in the second year. There will also be Progress Reviews of ECTs at the end of Terms 1, 2, 4 & 5, all completed by the Induction Tutor and uploaded on the ECT manager website.

ECTs are expected to attend the GHS Induction meetings for new staff if they are new to the school, as well as the ECT conferences and clinics throughout the programme. They should expect a feedback session after each of the twice termly observations by the Induction Tutor and a meeting to discuss any Progress Review or Formal Assessment.

THE MENTOR

In most cases the Mentor will be the HoD in the Senior School, although it could be another member of staff who has regular day to day contact with the ECT. Róisín Watters is the Induction Tutor.

The Mentor and ECT should meet weekly during their timetabled period. The Mentor is responsible for:

- Attending workshops on Mentoring and Coaching to aid ECTs at GHS
- Meeting with the ECT on a weekly basis
- Monitoring the ECT's work in and out of the classroom and ensuring continual professional development throughout the year
- Prompting pedagogical discussion with the ECT.
- Keeping the ECT informed of subject specific issues and general day to day matters.
- Observing 10-15 minutes of a videoed or live lesson each week.
- Discussing and aiding setting of an Action point for the week, relevant perhaps to the self-study Strand.
- Aiding the completion of the proforma during the ECT-Mentor meeting.

ECT MEETINGS

There are two ECT conferences during the programme - one at the beginning of each year and a series of 12 clinics throughout the 2-year programme.

This policy is complemented by the generic teacher responsibilities document.

This document is reviewed annually by RPW and ALM or as United Teaching requirements change. In line with our Provision of Information policy, this document is available to all interested parties on our website.