



Professional Development Policy

1. Policy Statement

Our school is committed to continuous professional growth and development of all staff. High-quality professional development ensures effective teaching, strong leadership, student wellbeing, and improved learning outcomes.

Professional learning is a shared responsibility between the school and its employees.

2. Purpose of the Policy

This policy aims to:

- Improve teaching quality
- Enhance student learning
- Develop staff skills and confidence
- Support career progression
- Ensure compliance with educational standards
- Promote reflective practice

3. Scope

This policy applies to:

- Teachers (Early Childhood, Primary, Lower Secondary)
- Teaching Assistants
- Heads of Department
- School Leaders
- Support Staff (where relevant)

4. Types of Professional Development

Professional Development may include:

- In-house training sessions
- Workshops and seminars
- Online courses
- Conferences
- Coaching and mentoring
- Classroom observations
- Peer learning
- Safeguarding and health & safety training
- Curriculum and assessment training
- SEN and inclusion training

5. Responsibilities

5.1 School Management

- Plan annual PD programmes
- Provide relevant training
- Allocate PD budgets
- Monitor staff participation
- Evaluate effectiveness
- Support staff growth

5.2 Heads of Department / Coordinators

- Identify training needs
- Support staff development
- Conduct mentoring and coaching
- Monitor classroom practice

5.3 Teachers & Staff

- Attend required training
- Apply new skills in practice
- Reflect on professional growth
- Maintain PD records
- Seek improvement opportunities

6. Mandatory Training

All staff must complete:

- Child Protection / Safeguarding
- Health & Safety
- First Aid (selected staff)
- Behaviour Management
- Emergency Procedures
- Code of Conduct

Failure to attend mandatory training may lead to disciplinary action.

7. Individual Professional Development Plans (IPDP)

Each staff member should:

- Identify personal development goals
- Align goals with school priorities
- Review progress annually
- Receive feedback from leadership

8. Observation, Feedback & Appraisal

Professional development is supported through:

- Classroom observations
- Performance reviews
- Constructive feedback
- Coaching conversations
- Professional targets

These processes aim to **support growth**, not punish staff.

9. Early Childhood Focus

Training for Early Childhood staff includes:

- Child development
- Play-based learning
- Classroom management
- Safeguarding young children
- Parent communication

10. Primary & Lower Secondary Focus

Training includes:

- Subject knowledge
- Assessment strategies
- Differentiation
- SEN support
- Student wellbeing
- Behaviour management

11. Leadership Development

The school supports:

- Middle leadership training
- Mentoring for new leaders
- Professional leadership courses
- Succession planning

12. Professional Conduct

Staff are expected to:

- Act professionally
- Respect colleagues
- Maintain confidentiality
- Follow school policies
- Commit to continuous learning

13. Funding & Support

The school may provide:

- Financial support for courses
- Study leave (where applicable)
- In-house training
- Online resources

Approval is required for external training.

14. Monitoring & Evaluation

Professional development is evaluated through:

- Staff feedback
- Student outcomes
- Observations
- Appraisals
- Training reviews

15. Policy Review

This policy will be reviewed:

- Annually
- After inspection feedback
- When educational standards change

16. Commitment

Our school is committed to building a skilled, confident, and professional team that supports every child's success.