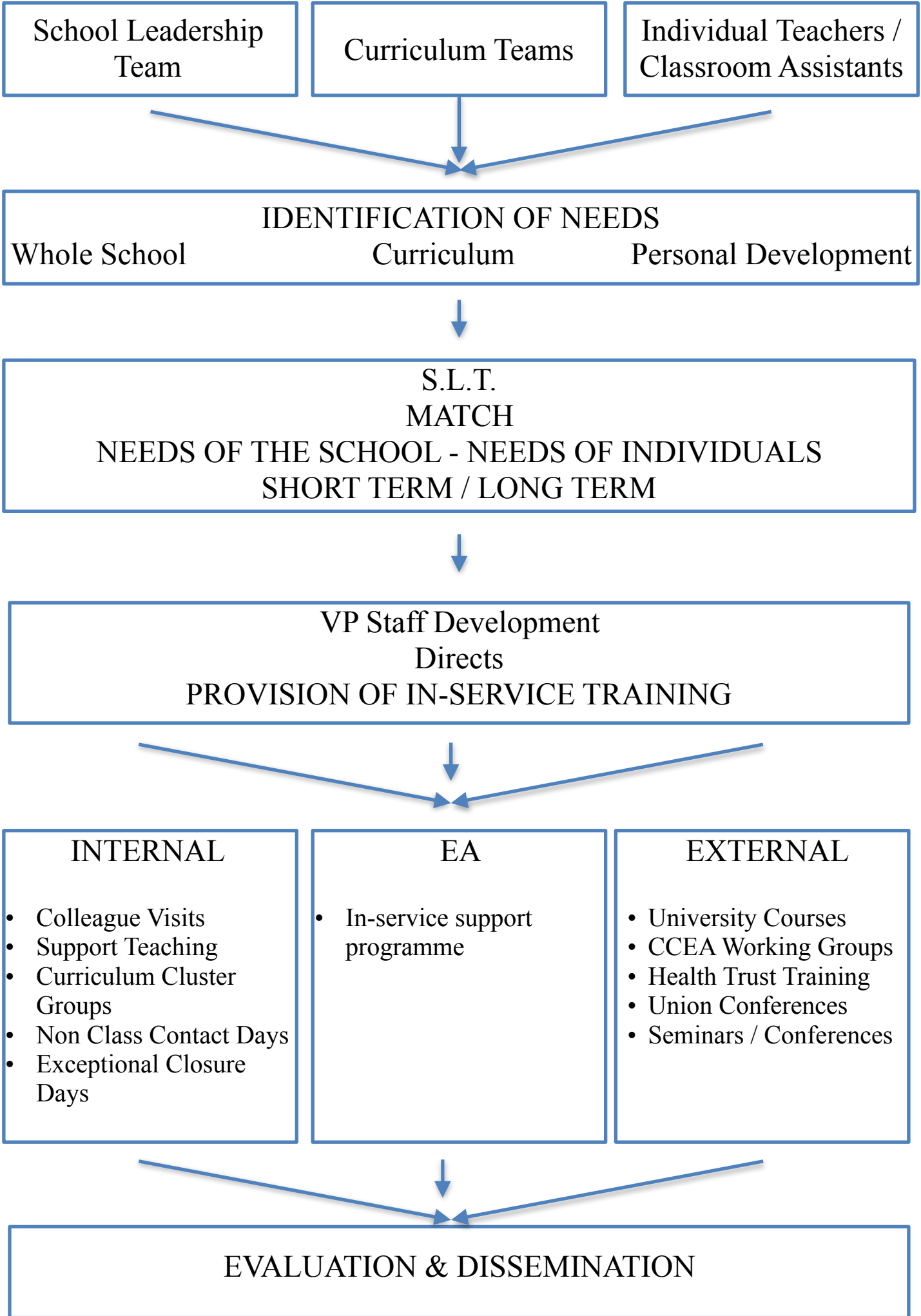




Staff Development Policy

Reviewed January 2018



AIMS

- The improvement of learning outcomes for pupils.
- Quality learning and teaching.
- The enhancement of qualifications, skills and expertise of individual members of staff.

PROCESS

The planned process of staff development will enable a balance to be achieved between the development needs of the school and the needs of individuals.

RESPONSIBILITIES

The overall management of staff development is the responsibility of Mr Murphy the Vice Principal.

There are three identified stakeholders in the process:

- **Senior Leadership Team** - are is responsible for the identification of whole school needs.
- **Curriculum Teams** - are responsible for advising on the development needs in their subject areas.
- **Individual Staff Members** - are responsible for seeking to enhance their own personal level of competency.

IDENTIFICATION OF NEEDS

Whole School

The Senior Leadership Team evaluate the previous year's School Development Plan and identify successful staff development provision and any outstanding opportunities.

They also determine staff development priorities from the current School Development Plan, which takes account of legislation, educational initiative and changes in provision.

As Key Stage Leaders they identify the need of all sections within the school.

- Foundation and Key Stage 1
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Skyline

Curriculum

The S.L.T. secure information on the Northern Ireland Curriculum from The Department of Education, CCEA and Education Authority.

Curriculum Teams are required to keep up to date with any changes in their area of study and advise the S.L.T. of the impact on current provision. They will also identify the professional development needs of their team to enable them to meet the requirements of their role.

Personal Development

The initial identification of personal development needs will come from the individual's job description. Job descriptions interviews are undertaken biannually. The skills and strategies demanded in the job description are discussed and opportunity provided to prioritise personal development needs and agree how these can be met.

A further source of needs identification is the PRSD process. Reviewers, with agreement of the reviewer, forward information regarding staff development issues to their Key Stage Leader.

The S.L.T. in their roles as monitors and evaluators of the curriculum undertake classroom observations enabling them to identify strengths and challenges of individual staff members.

All members of staff are encouraged to take advantage of career development opportunities and will be supported in this by the S.L.T. and the Board of Governors.

The personal development needs of Beginning Teachers and EPD Teachers are identified by the Teacher Tutor from their Career Entry Profiles and through the process of Early Professional Development Programme.

MATCHING THE NEEDS OF THE SCHOOL WITH THE NEEDS OF INDIVIDUALS

Long Term

The S.L.T. meet at the beginning of each school year to balance the priorities of the SDP and the needs of individuals, with the available training provision and allocated budget.

Short Term

Consideration is given to further opportunities as they become available throughout the year.

SECONDMENTS - 1 TEACHER PER SCHOOL SECTION IN ANY 1 YEAR

TEACHERS IN INDUSTRY

CAREER BREAK