

Staff Development Strategy

Vision

Our vision is to ensure that all members of our Trust community are supported and motivated towards their own professional development, and they continually strive to improve in their role so we can deliver a first-class education that benefits all our children. Leaders in all our academies at every level have a clear commitment to use professional development as the main vehicle for bringing about improvement that drives a culture of success.

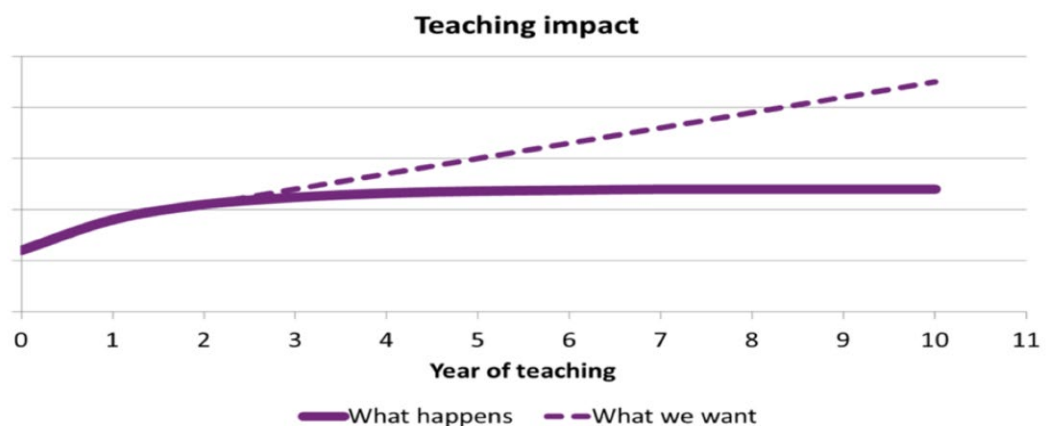
Aims

- To embed a culture of continuous professional development by empowering staff to drive their own improvement.
- To establish staff development as the main strategy to drive school improvement.
- To attract, retain and develop the best talent, particularly in critical leadership roles and subjects that have traditionally been hard to recruit staff.
- To build a community of staff who are engaged with action research.
- To establish the Trust as a centre for excellent professional development that is bespoke in its nature.

The Research

It has been suggested that it takes about 10,000 hours to become an ‘expert’ at a particular skill. For teachers, this amounts to about ten years of classroom practice. The very best teachers refine their skills over a number of years, and certainly beyond the second or third year of their careers. However, most will plateau at this point and just stick with ‘what they’ve always done’.

Teacher impact grinds to a halt



Key findings from research

- 1) Teachers have the greatest impact on student outcomes – their impact is three times greater than any other school based factor (RAND, 2019).
- 2) Improving the service of current teachers is three times more effective than replacing (Sutton Trust, 2018).
- 3) The most successful school leaders are the ones who focus on leading improvements in curriculum and pedagogy. They create professional environments where teachers keep getting better (Papy 2017).
- 4) “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF Pupil Premium Guidance 2019).

Policies

This strategy is produced in line with other policies which can be referred to:

- Curriculum Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Assessment policy
- Early Career Teacher Policy

Monitoring & Evaluation

- Each Academy will diagnostically identify the strengths and areas for development for each member of staff. This will be reviewed every term.
- Each term, staff will engage in professional dialogue with their line manager and use this diagnostic to direct their CPD needs and these will be agreed by their line manager.
- Staff will be expected to log a record of the CPD that they have completed on a central spreadsheet.
- Line Managers and Teaching and Learning Teams will quality assure this by looking at how the professional development completed has had an impact. There is an expectation that, for staff focused on areas of weakness, there is an improvement on these areas of the diagnostic.
- The diagnostic will identify the success of the professional development with an expectation that standards are improved over the course of the academic year.

Staff Development Entitlement

Regardless of career stage, all members of staff across the Trust will have access to a clear CPD entitlement to develop their practice. Each Academy will use this overarching entitlement to identify a bespoke development package that supports academy and individual development priorities.

	Trust Facilitated	External Qualification
LEADERSHIP	<ul style="list-style-type: none"> Trust middle/emerging leader training Executive coaching and training for senior leaders Trust networks PP review training (Teaching Hub) Curriculum Review Training (Debi Bailey/Paul Longden) Governor Training Trust Mentor (experienced leader from across the Trust) Trust secondment opportunity External training supporting priorities 	<ul style="list-style-type: none"> NPQ - Middle Leaders (all 3 routes) NPQ - Senior Leaders NPQ – Headship NPQEL-Executive leadership Masters Certificate in Business Management SESCO Award Safeguarding level 2-4
TEACHERS	<ul style="list-style-type: none"> Membership to Chartered College of Teachers Universal Academy CPD programme * Trust Research and Development Framework (see below) Trust subject networks Trust Action Research Programme Safeguarding/SEND training External training supporting priorities Teaching Hub training and support 	<ul style="list-style-type: none"> Chartered Teacher Certificate Chartered Teacher Status NPQ - subject specialist Safeguarding level 1
EARLY CAREER TEACHERS	<ul style="list-style-type: none"> Best Practice Full ECF Induction Programme (Golden Thread Painsley Teaching Hub) 	<ul style="list-style-type: none"> Early Career Teacher Status
Initial Teacher Training	<ul style="list-style-type: none"> PGCEs School Direct Teach First Teacher Apprenticeship Assessment only Route 	<ul style="list-style-type: none"> Qualified Teacher Status
SUPPORT/ OPERATIONAL	<ul style="list-style-type: none"> Universal Academy CPD programme * Trust Central office CPD programme Safeguarding/SEND training External training supporting priorities 	<ul style="list-style-type: none"> Administration NVQs Accountancy qualifications Apprenticeship (operations/support staff) HLTA

*Universal Academy CPD programme

There will be a calendar of CPD for all staff, as part of their directed time, to meet academy and more specific faculty/department priorities.

Trust Research and Development Framework

To provide bespoke CPD and to demonstrate to staff the value that Alpha Academies Trust places on continuous professional development, there will be a total of 12 hours of flexible self-directed CPD (4 hours per term) for all teachers and education support staff. Staff will be expected to log this CPD and this will be monitored and quality assured by the Teaching and Learning team at each academy.

Staff will choose how to engage with the following graduated offer to support research and development. The offer starts with networks/sharing good practice and eventually leads to action research with accreditation as a chartered teacher.

15-minute drop ins	Attend and/or deliver 15-minute CPD Focus drop ins. Drop-ins cover all areas of Teaching and Learning and are identified through the diagnostic. Staff can opt to attend. Staff can also request specific drop-in sessions.	<ul style="list-style-type: none"> • Supports staff appraisal
Reflective Practitioner	Completed through a range of: <ul style="list-style-type: none"> • IRIS video reflections shared with a mentor / team member • Peer observations • Visits to other schools 	<ul style="list-style-type: none"> • Supports staff appraisal
Learning Development Groups*	In each academy there will be the opportunity for at least 2 learning development groups. These will be made up of 3 members of staff who will meet once a term. The groups will look at: <ul style="list-style-type: none"> • Priority 1 identified by academy • Priority 2 identified by academy 	<ul style="list-style-type: none"> • Potential to progress on to Chartered College Course • Chartered Teacher Certificate
Trust Action Research Programme*	Staff are invited to apply to complete action research in one of the following areas: <ul style="list-style-type: none"> • Reading • Oracy • Achievement of high ability students • Achievement of Boys <p>The project should have an impact not only on the practice of that member of staff, but also on other staff within and outside their department. Research proposals will consider how digital development may support this.</p> <p>6 maximum – secondary academies 3 maximum – primary academies</p>	<ul style="list-style-type: none"> • Application and selection process • Fortnightly meetings to discuss work • Written report upon completion of project • Training for other staff to share findings and recommendations • Potential to progress on to Chartered College Course
Chartered College Status	Enrolment on the Chartered Teacher Course: 18-month course made up of 3 modules and 3 exams. This course will allow staff to look at action research in depth and complete an action research project of their choice. Successful completion will result in chartered teacher status.	<ul style="list-style-type: none"> • Chartered teacher status

*Both routes will be supported and monitored by the Chartered College SEF tool for evidenced informed teaching.