



Bishop John Robinson
Church of England Primary School

Professional Development Policy

Be the best we can;

Join in Learning, Play and Prayer;

Remember God's Word

"Jesus is the Anchor of my Soul." Hebrews 9:16



The Diocese of
Southwark


ROYAL borough of
GREENWICH

Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths"* (Proverbs 4:11). To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you"* (Luke 6:31). To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will."* (Thessalonians 5:16-18). We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it"* (Proverbs 22:6) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers the best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: *"Jesus is the anchor of my soul."* (Hebrews 9:16).

1. Aims

The professional development policy for Bishop John Robinson CofE Primary school concerns the professional development, continued training, guidance and support of all staff. It aims to enhance the personal and professional resources of all employees and at the same time to increase the school's capacity for successful working.

The policy is based on:

- the identification and evaluation of the school's overall objectives which serve as a guide to its activities; and, in relation to these,
- the developmental needs of the individual, their role and the whole school.

Developing skills must, ultimately, improve the educational provision for pupils in this school.

Good personnel management practice indicates that individuals, in order to achieve high performance and satisfaction from their work, need

- to know what is expected from them;
- strong professional support and encouragement for their successes honest but constructive analysis of weaknesses; and
- the provision of opportunities for future improvement and, when appropriate and possible, promotion.

It is to help achieve these aims that this policy is designed.

2. Responsibility

At BJR, the role of professional development coordinator is taken by the Headteacher. This role is described in section 3.1.

3. Elements of the policy

The policy covers:

- 3.1 The professional development coordinator
- 3.2 Student teachers
- 3.3 Induction
- 3.4 Inset Training
- 3.5 Personal files

3.1 The professional development coordinator

The professional development coordinator is responsible for the implementation, coordination, organisation and evaluation of the school's staff development policy which covers support staff, administrative and site staff, students on teaching practice, probationary teachers and experienced staff.

The role includes the collation and dissemination of INSET information, correspondence with outside agencies (Governors, LA and Diocese), counselling and guidance, placement on courses, arranging visits to other schools to observe good practice, opportunities for further training etc.

The Headteacher is responsible for the working of the policy as a whole, for staff selection and promotion (in consultation with governors), counselling, guidance and mutual review.

The professional development coordinator role involves

- liaison with external course and training providers;
- supporting applications for courses and qualifications;
- overseeing support, mentoring and assessment in school;
- overseeing the induction of new staff;
- ensuring job descriptions accurately match the work undertaken
- making available 'in-house' training for staff at all levels
- arranging for experienced staff to share their expertise
- collation and dissemination of information relating to inset training
- guidance and support for all staff

3.2 School / training institutions partnership

BJR seeks to develop mutually beneficial partnerships with local training institutions (London South Bank University, Greenwich University, Adult Education providers). Such partnerships offer

- students the opportunity to benefit from the fund of expertise available within the school and to gain practical experience;
- the training institutions to be in touch with current school practice and the opportunity to trial new approaches and resources in the classroom; and
- the school fresh outlook and new ideas which students bring with them and the opportunity to enhance the process of overall school development.

This concept of partnership underpins our intention to adopt a more proactive role in relation to the placement of students in the school. Our aim is that such placements should provide opportunities for advancing the implementation of the school's development plan.

This school therefore welcomes students in appropriate numbers and especially when extended periods of teaching practice are possible.

The responsibilities involved in having trainee staff in the school are outlined in section 3.1 above.

3.3 Induction

The aims of the school's induction process are

- to assist the newly appointed member of staff in settling into the life of the school; and
- to facilitate the development of his / her professional skills.

Newly appointed staff will have probation meetings (at 1 month, 3 month and 5 months). The staff appraisal process will recognise strengths and successes, and also support staff to identify keys areas for development.

3.4 Inset Training

The professional development coordinator is primarily responsible for INSET planning and administration. This implies the following duties;

- identifying needs (both institutional and individual);
- collating and disseminating information on courses, professional meetings etc;
- liaising with the local advisory service;

- counselling and advising staff on inset possibilities;
- facilitating staff participation (timetabling, supply cover etc);
- reporting to governors on staff needs, inset provision and take-up and evaluation.

The school firmly believes in the value of school-focused inset to meet the identified needs of a school and to raise standards of teaching and learning in the classroom.

The school runs fortnightly Professional Development (PD) sessions for teaching staff. These sessions are open to all staff, volunteers and governors to attend.

School-focused inset is based on these assumptions:

- that this school is capable of on-going self-evaluation;
- that it is capable of putting forward development plans;
- that it is capable of translating these into a viable inset programme;
- that inset does not mean only traditional-type courses; and
- that this style of working deals with the needs of this school, specific teachers and pupils.

Inset training must address:

- the needs of the school as a whole;
- the needs of a functional group (year group or curriculum area);
- the needs of the individual employee both professional (required for the present job e.g. teaching reading skills) and career (to fulfil career aspirations e.g. management training).

A variety of approaches is therefore necessary and it is the responsibility of senior staff to determine what is appropriate in relation to perceived needs and agreed objectives:

- observing / working alongside a senior colleague;
- an invitation to an external adviser to visit the school to assist an individual teacher / group of teachers / whole staff;
- an invitation to staff of other schools to share their expertise with us;
- visits to other schools; and
- in-school courses.

3.5 Personal files

A personal file is maintained for each member of staff. The contents of the file are confidential and open only to the head, the chair of governors and the member of staff whose file it is.

In the file are kept:

- copies of forms and documents relating to the employee's application for his/her post in the school
- copies of references in connection with applications for other posts;
- details of training undertaken;
- agreed appraisal statements;
- a copy of the current job description; and
- any other appropriate documents.

4. Career Progression

All staff at BJR will be invited to consider the next steps in their professional career, and how these might be supported by the school. These should be identified within the appraisal process, however, the onus will be on the member of staff to apply for, attend and complete any training.