



Villa Real School
together we achieve

Staff Development Policy

Responsibility: Jill Bowe

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Date to be reviewed: February 2026

INTRODUCTION

Villa Real School aims to create a culture where all staff are supported to improve their practice, knowledge and skills through appropriate professional development.

The School will provide a comprehensive programme of guidance, training and development for all staff to enhance pupil achievement, support organisational and school improvement and ensure efficient leadership.

AIMS

The aims of this policy are:

- To ensure that all staff have access to high-quality guidance, training and professional development which develops their skills and competence
- To ensure mechanisms are in place for all staff to be able to discuss and establish their professional development needs with their line manager/ Headteacher tailoring this to their career stage and professional aspirations
- To provide new staff, or those changing roles, with a robust induction process to support their performance in their new role
- To ensure those in a leadership role are supported through effective management development
- To ensure that professional development is planned and focused on supporting the aims and priorities within the School Improvement Plan
- To ensure all staff undertake mandatory training and that this is refreshed in a timely manner
- To ensure efficient and consistent processes are in place to approve, record, monitor and report on training and development activity

Training and development categories

The categories of training and development covered by this policy are as follows:

- Mandatory training – this denotes training which all staff are required to undertake as an employee of the School and which may need to be refreshed on a regular basis. Safeguarding and health and safety training would fall within this category.
- Role specific – this category will cover the majority of development undertaken by staff and may be further separated into:
 - Training relevant to the development or maintenance of knowledge and skills require to perform the professional/ operational duties of the role
 - Management development for those whose role includes a leadership or management responsibility
- Personal development – this refers to training that the individual undertakes to develop their professional skills or career which, whilst is

may develop their performance, is not a minimum requirement in their role

Priority will be given to mandatory and role specific training which all staff will be offered. The School will aim to support personal development where possible.

Identification of training needs.

Training needs will be identified through a number of routes including staff appraisals, quality assurance, statutory and good practice requirements and priorities determined by the School Improvement Plan. Generally, training needs will be identified through a systematic approach and delivered in a planned manner throughout the year; however, it is recognised that there may be emerging needs which need to be addressed.



Delivery of training and development

The School will use a wide range of approaches to provide guidance, training and professional development. Wherever possible, professional development will be personalised and will meet the needs and career aspirations of the individual member of staff alongside the needs of the School.

The school offers opportunities for career progression to all members of staff as required and requested. Examples are:

- coaching – with opportunities to become coaches, or to be coached;
- observing colleagues – whether in their own subject or across the school;
- opportunities to undertake training – such as the Prince's Teaching Institute CPD

sessions, or other types of training with different organisations;

- working with partner schools – whether Primary or Secondary;
- mentoring ECTs and trainee teachers;
- opportunities to deliver and attend training sessions (including BSL);
- support in meeting Performance Management targets;
- the conducting of Research & Development;
- and opportunities to gain accreditation where appropriate.

The menu above indicates suggested and recommended professional development opportunities for members of staff at different stages of their careers. Please note that it is not exhaustive, and we welcome enquires about other developmental opportunities.

The School has developed and delivered professional development pathways for all roles which will support staff career development.

Training days

The 5 annual training days are determined by the Headteacher.

Training days will generally be held on a face-to-face basis, though disaggregated days may be agreed. Part-time staff should attend a proportional number of training days based on their working pattern and may be offered the opportunity to attend all events where relevant CPDL is taking place.

Roles and Responsibilities

The School has a designated training/CPDL lead who will, working with the Senior Management Team (SMT), oversee the organisation, delivery and evaluation of the school's annual training plan.

Class managers are required to consider the training needs of their staff team taking into account appraisal discussions, performance of the individual and team and the professional and personal aspirations of each member of staff.

They have a lead role to play in the induction of new staff and will also support the dissemination of knowledge and skills obtained by team members to other colleagues.

Staff should actively identify their own development needs and engage with their line manager through the appraisal process. Where they have attended training, staff should support the evaluation of that training and disseminate their learning to relevant colleagues.

Planning, monitoring and evaluation information regarding training and development will be shared with the FGB and its committees as required.

Training requests

The School operates a process to consider and approve requests to attend any training or development events. These arrangements will be effectively communicated to all staff to support equal access.

Before any training or development is approved, consideration will be given to value for money and the appropriateness of the event taking into account the needs of the individual attending, the delivery method and the cost and cover implications. This includes travel and subsistence costs. Generally, this information will be provided on a completed CPDL request form.

All requests should initially be discussed with the employee's line manager and it should be demonstrated how the event supports the employee's performance or a wider School improvement priority. Final approval will be confirmed by the School Business Manager (SBM) and Headteacher.

Induction

All staff new to the School will receive a planned induction to support a positive and purposeful start to their new roles. Existing employees who are changing roles, or taking on a line management responsibility where they have not had one before, should receive training relevant to their new responsibilities.

Opportunities will be offered for new staff to spend time in school during the term prior to their start date, either through an induction day with other new staff or on an individual basis. After 3 months we review success of the induction. If a member of staff is long term they also receive a refresher induction to aid their return to work.

Include and engage

Following approval of the Equality, Diversity and Inclusion Policy, Governor Sub Committees will be discussing and agreeing the School's equality objectives at

their autumn meetings. An Equality Impact Assessment template has been produced and the School will be considering how it pays due regard to the equality duty when developing policy and making decisions.

To improve communication the Wellbeing Team are requesting all categories of staff roles to be included rather than SMT and HLTAs only.

Develop and support

A centralised system for recording training activity and delivering online packages has been rolled out and training for administrators has been arranged. This will improve the management, monitoring and reporting of training in the School.

Reward and retain

Due to the announcement in the King's Speech that the School Support Staff Negotiating Body (SSSNB) was being re-established, planning around the job evaluation exercise has been paused until further information on the scope of the SSSNB is available. Staff can request a regrade at any time and SMT are supportive in following HR guidelines in this regard.

A hygiene awareness campaign has commenced with the onset of flu season and with 24% of absence last year being due to common infectious diseases. Free flu injections for staff are being provided during the autumn term.

Attract and welcome

Our adverts offer what we can support in regards to professional development. We use social media of all kinds to highlight the work we do. We maximise community links so we have a positive picture in Consett itself. We use the press team to share good news.

Working with New College Durham, a Teaching Assistant Academy was launched to equip job seekers with the skills and knowledge to commence a career as a Teaching Assistant. Onsite training is also being provided to develop existing TAs and improve their specialist knowledge.

Training provided for different groups at different levels

- **Managing at the Middle** (Teachers) – mastery programme for those aspiring to be MMT
- **Aspiring Leader programme** for Aspiring SMT
- **First 5 years Teaching** – Reflect and research programme
- **Be Ready** for SAs wishing to be ETAs, ETAs wishing to be HLTAs and HLTAs wishing to be teachers

- **Innovation and celebration** – Any staff involved in research including SMT wishing to progress
- **Together we achieve** – Admin and facilities staff offer to develop skills sets and support for higher grade

These programs are developing. Please see Appendix 1 for Teacher Progression Map

Funding and support

Mandatory and agreed role specific training will be funded by the School. Access to, and provision of, training and CPDL will be monitored to ensure all staff have access to relevant development regardless of their role.

The School may support staff obtaining operational or professional qualifications, using, where possible, the apprenticeship levy.

For qualifications undertaken through higher education institutions, e.g. MA, MSc, PhD, the School may fund a proportion of the full cost provided that the course is completed and the individual remains in the employment of the School for two years following completion of the qualification. Should they leave prior to this date, repayment of fees will be on the following basis:

Within 1 year of completion – repayment of 100%

Within 1 year and 1 term – repayment of 75%

Within 1 year and 2 terms – repayment of 50%

Reasonable travel and subsistence costs for attending training or development events will be provided by the School and will not be subject to repayment as above.

Such costs should be clearly identified in the application for training/CPDL.

Where an employee is required to purchase course materials to support their study, they may apply to the School to share the costs of this.

Provisions relating to time off to prepare for and take examinations are included in the Leave of Absence Policy.

Recording, reporting and evaluation of training

All development events will be recorded on a single system to support staff to maintain their training records and to enable the School to monitor and report on training and development.

Employees attending courses, conferences or undertaking qualifications are required to record this on the Villa Real Staff calendar. School delivered CPDL will also be recorded on the Villa Real Staff calendar, by the office staff.

The school CPDL lead is responsible for providing a framework for the evaluation and quality assurance of training and development.

The quality and short-term effectiveness of training and development should be evaluated through an evaluation form and through discussions with the member of staff. The long-term effectiveness of training and development may be evaluated through:

- student outcomes
- subject level, and whole school level, quality assurance
- achievement of the School Improvement Plan's objectives
- performance management of staff over time
- staff wellbeing
- recruitment, retention and career progression of staff

Appendix 1

Teacher Career Progression in Villa Real School

Position	Necessary Qualifications	Learning Opportunities	Routes for learning	Possible Progression
Governors	No formal qualifications	Training provided by Durham Safeguarding First National Governance Durham County Council training	Online EDGS	Chair of meetings
Headteacher	Qualified Teacher Status NPQH	NPQEL Durham County Council training	BPN NETSP	Executive leadership MAT CEO Federation Advisor LA / School Improvement
Deputy Head Teacher	Qualified Teacher Status	NPQH Durham County Council training	BPN NETSP	Headship Head of School MAT Federation Advisor LA / School Improvement
Assistant Headteacher	Qualified teacher status	NPQSL Senior Leadership NPQH Headship NPQSENCO Durham County Council training	BPN NETSP	Deputy Head Teacher Headship

Middle Leader TLR	Qualified teacher status	NPQLTD Teacher Development NPQLB Behaviour and Culture NPQLL Literacy NPQPM Primary Maths NPQEY Early Years NPQSENCO Durham County Council training	BPN NETSP	Assistant Headteacher Deputy Head Teacher
Teacher UPS	Qualified teacher status	NPQLTD Teacher Development NPQLB Behaviour and Culture NPQLL Literacy NPQPM Primary Maths NPQEY Early Years Durham County Council training	BPN NETSP	Project Lead Middle Leadership Assistant Headteacher
Teacher MPS	Qualified teacher status	NPQLTD Teacher Development NPQLB Behaviour and Culture NPQLL Literacy NPQPM Primary Maths NPQEY Early Years	BPN NETSP	Project Lead – Temp TLR UPS Middle Leadership

		Subject Knowledge Enhancement Durham County Council training		
Associate Teacher	HLTA Qualification Conductive Education BA Hons Conductive Education Qualification, such as a degree or CE Diploma or Qualified Conductor Educator status.	QTS Durham County Council training	PGTA Post Graduate Teaching Apprenticeship Assessment only ITT SCITT Subject Knowledge Enhancement	Subject leadership Project leadership
HLTA	4 GCSE's including Maths and English Grade 4 or above. HLTA Qualification	QTS Durham County Council training	PGTA Post Graduate Teaching Apprenticeship Assessment only ITT SCITT School direct TES	Qualified teacher – Primary / Secondary / Subject specialist
Enhance Teaching Assistant	Maths and English GCSE Grade 4 or equivalent. One of the following or	HLTA qualification QTS Durham County Council training	BPN Various online courses PGTA Post Graduate Teaching Apprenticeship	HLTA – school priority Qualified teacher – Primary / Secondary / Subject specialist

	<p>equivalent Level 3 qualifications in teaching and learning</p> <ul style="list-style-type: none"> • NNEB • NVQ Level 3 in Childcare and Education • Cache Diploma in Childcare and Education 		HLTA Apprenticeship	
Support Assistant	GCSEs in Maths and English GRADE 4/5 or equivalent	<p>Range of level 3 qualifications</p> <p>Cache diploma NVQ Level 3</p> <p>Apprenticeship level 3</p>	All local colleges	ETA