

Teachers' Professional Development Policy



Professional development at The Spires College is a supportive, self-driven, and collegiate process designed to ensure that all teachers have the skills and support they need to carry out their roles effectively. It aims to help teachers continuously improve their professional practice.

The **Professional Development Policy** outlines our approach. Our professional development model is designed to ensure that each member of staff has access to collaborative, developmental, and non-judgemental professional development, tailored to their role and career stage.

This policy applies to all teachers employed by The Spires College, except those undergoing induction (i.e. Early Career Teachers) and those employed on a fixed-term contract of less than one year. The professional development entitlement for ECT's is set out in the Induction policy.

Where a teacher is subject to formal capability procedures, their participation in the Teacher Development Cycle element of the professional development process will be suspended until they are no longer subject to those procedures. The appropriateness of the other facets of the professional development offer will be reviewed in relation to capability procedures by the member of staff allocated to support the capability procedure.

Teachers' professional development at The Spires College consists of six strands:

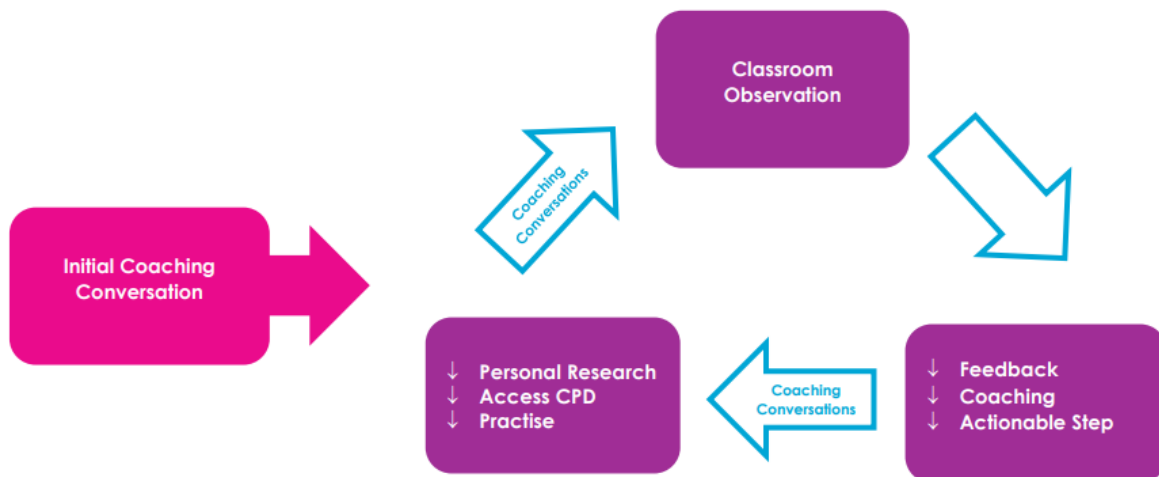
1. Teacher Development Cycle
2. Tiny Teaching Courses
3. Leadership Coaching
4. Department CPD
5. Head of Department and Head of Year CPD
6. Externally Provided CPD

1: The Teacher Development Cycle

The **Teacher Development Cycle** is a process through which teachers are supported by a coach to reflect on their practice and develop their teaching incrementally, in a way that meets their individual needs. The process is underpinned by the **College Principles of Teaching**.

Coaches are assigned to teachers based on the teacher's expertise, subject area, career phase, and level of responsibility within the College. Coaches and teachers collaborate to establish coaching schedules and norms.

The Teacher Development Cycle



Initial Coaching conversations: Prior to the start of the Teacher Development Cycle, coaches meet with teachers to discuss the purpose, focus, and expectations of the process. Teachers are given the opportunity to share their goals, concerns, and areas of interest for development and feedback.

Classroom Observation: A key tool in supporting coaches to facilitate the development of teaching practice is lesson observation. Lesson observations are used to inform coaching practices to support teacher growth and enhance the effectiveness of coaching. The timing of an observation can be either unannounced or agreed upon with teachers, depending on its purpose. Coaches should conduct several observations before beginning the first cycle.

Feedback, Coaching, Actionable Step: After any lesson observation, the coach is expected to meet with the teacher to provide constructive feedback, encouragement, and resources to help achieve the teacher's goals. Meetings should be held promptly after the observation, with sufficient time allocated to ensure a purposeful discussion that allows for reflection and target setting.

When appropriate, the coach should set an actionable step for the teacher to work towards in improving their practice. Actionable steps should address a specific area from the College's **Principles of Teaching**. These steps should be set collaboratively with the teacher and adhere to the following principles:

- △ Individualised: Steps should match the teacher's skill level and workload, being challenging but achievable.

- △ Clarity and Specificity: Steps should be defined in relation to the Principles of Teaching and should be clear, specific actions related to the individual's area for development.
- △ Measurable Outcomes: Success criteria to track progress effectively should be identified and agreed with the teacher.
- △ Resources Provided: Tools or strategies to support implementation should be identified, such as exemplars, research articles or other relevant reading.
- △ Time-Bound Implementation: Realistic timeframes for completing the action should be set (e.g. before the next coaching session).

Personal Research, Access CPD, Practise: To ensure the continuous growth and development of our teachers and to enhance their understanding of pedagogy and teaching practices, it is essential they engage in ongoing practice development between coaching sessions. By actively participating in reflective practice and professional learning activities, teachers can strengthen their teaching skills and contribute to a culture of excellence in teaching and learning. Personal CPD is allocated 25 hours of directed time to ensure teachers have the time and capacity to engage in research, CPD and other opportunities to support their development.

Coaches are expected to signpost staff to relevant literature and resources to support them in developing their practice. The College also offers regular CPD courses, known as **Tiny Teaching Courses (TTCs)**, which teachers can opt to access. Additionally, teachers are encouraged to engage in peer observations, external training, or subject-specific CPD to support their development throughout the cycle.

Coaching Conversations: It is expected that coaches will regularly 'touch base' with teachers they are working with to discuss their progress and offer additional support as needed.

2: Tiny Teaching Courses

Tiny Teaching Courses (TTC's) are a suite of standalone courses available to teaching staff to support them in developing their practice in specific areas of pedagogy. TTC's are centred around the **Principles of Teaching** and each session has a clear rationale in line with an individual principle.

TTC's are optional and teachers can choose to access courses that are relevant to them and their development.

3: Leadership Coaching

All Senior Leaders, Heads of Department and Heads of Year at the College have access to Leadership Coaching. This coaching is based on a **Solution-Focused Coaching** model and provides leaders with time and space to reflect on their leadership in a confidential setting.

Leadership coaching at the college is optional. Should a leader choose to access the coaching programme, they are expected to commit to a year-long cycle. The timing of these sessions is decided collaboratively between the coach and the leader.

4: Department CPD

Time is allocated throughout the College year for department CPD. This typically includes two INSET days and nine, hour-long sessions after school.

The purpose of department CPD is to enhance subject knowledge, and to ensure that teachers stay up to date with the latest developments, research, and curriculum changes in their subject area, while also providing opportunities to share and develop strategies tailored to the specific challenges and opportunities within the subject or subjects that make up the department.

Subject CPD is typically organised by the Head of Department although they may use both external expertise or expertise within the department to support planning and delivery.

5: Head of Department and Head of Year CPD

All Heads of Department (HoDs) and Heads of Year (HoYs) have an annual CPD programme, targeted specifically towards their development in context of the role.

HoD and HoY CPD focuses on developing leadership, improving teaching and learning, supporting whole school improvement, adapting to change, and developing curriculum and assessment.

HoDs and HoYs will also work closely with their line manager to ensure that their development is in line with their own needs and the needs of the College.

6: Externally Provided CPD

It is recognised that school leaders and teachers will occasionally require professional development provided by an external provider. External CPD opportunities and providers vary in quality, range and scope. Choosing appropriate and impactful external CPD requires careful planning to ensure it is effective, relevant, and aligned with both an individual's and the College's priorities.

It is expected that, before requesting external CPD opportunities, staff identify the purpose of the CPD and how it will address gaps in existing skills and understanding. Providers should be researched thoroughly in relation to the credibility and content alignment of the training they provide. Value for money should also be seriously considered, with time, cost and accessibility of the training being taken into account.

All external CPD opportunities should be agreed by the line manager in the first instance and then the Vice Principal in charge of professional development. In determining allocation of external CPD, the Vice Principal will first consider the above factors to determine whether the requested provision is appropriate. All requests that are approved in principle are then considered in light of fiscal feasibility. The College allocates considerable budget to staff CPD but this is not infinite and priority will be allocated according to expected impact on students.

General Principles Underpinning this Policy

Complaints related to the application of this policy

Complaints relating to the application of the Professional Development Policy or people involved will be managed as the part of the professional development process and should be raised as soon as the issue occurs, either verbally or in writing with the coach. In most cases the coach should be able to deal with the complaint. Where this is not possible or where the complaint refers to the coach, the complaint should be submitted in writing to the Principal.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled members of staff.

Grievances

Where a member of staff raises a grievance relating to professional development, a cycle may be temporarily suspended in order to deal with the grievance.

Monitoring and Evaluation

The Governing Body and the Principal will monitor the operation and effectiveness of the College's professional development arrangements.

Retention

The Governing Body and the Principal will ensure that all personalised written professional development Records are retained in a secure place for six years and then destroyed.