# The Royal School
*Wolverhampton*

# Continuing Professional Development (CPD) Policy

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| Job title | Vice Principal |
| Signed | |
| Date | September 2018 |
| Version no. | 3 |
| Review frequency | Annually (CPD plan termly) |
| Approving body/committee | HR & Performance Management |
| Date approved | |
| Target audience | All staff |

**Principles and Values**

The Royal School, Wolverhampton (RSW) is a "learning community" and strongly committed to providing opportunities for the continuing professional development of its entire staff and fostering a positive ethos of continuous learning. The CPD model below applies to all members of the school community including teachers, support staff and governors.



Fig.1 The Royal CPD model

- Professional development is the means by which RSW is able to deliver whole school, team and individual priorities.
- RSW has an expectation that all members of the learning community will take an active role in their own professional development and act as 'researchers' in their area of expertise.
- RSW believes that all members of staff have a responsibility to support the professional development of colleagues.
- RSW's CPD programme will build upon the recommendations from the National College for Teaching and Leadership research report into what makes great pedagogy and professional development including:
    o To plan around pupils' needs and the impact RSW would like to have;
    o To help colleagues to think seriously and differently about their practice;
    o To provide opportunities for colleagues to engage in deep collaborative learning;
    o To ensure access to skills and knowledge from inside and outside RSW;
    o Use collaborative enquiry to stimulate professional learning – but not as a quick fix;
    o To facilitate the practicalities to encourage a learning culture.
- All members of the school community will have an entitlement to equality of access to high quality induction and continuing support and development.
- RSW will aspire to obtain appropriate quality standards from organisations that support the principals of effective professional development e.g. Investors in People, Teaching School status.
- RSW believes that a carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.
- RSW will have effective measures in place to audit the professional and personal needs of staff and link to the Professional Review and Development (PRD) system.
- RSW will use a range of providers and types of provision based on need and endeavour to source the provision of CPD according to best value.
- RSW will support professional recognition, including accreditation of the CPD undertaken.

**Leadership and Management of CPD**

- RSW will have a named member of SLT who will act as CPD leader with overall responsibility for the leadership and management of CPD. The CPD leader is currently Louise Hale. This will be supported by a CPD Primary leader, currently Kathy Jefferson and CPD Support Staff leader, currently Jo Phillips.
- The CPD leader will be responsible for collating the CPD needs of the school and the staff.
- The CPD leader's responsibilities will be to:
    - Keep up to date with CPD developments locally and nationally;
    - Promote CPD as a central element of PRD and school improvement;
    - Provide details on the range of CPD opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all;
    - Quality assure providers;
    - Identify the school's CPD needs through mechanisms such as: school self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams;
    - Discuss with the Principal and governing body the main CPD priorities and the budgetary implications;
    - Report to the governing body on the provision and impact of CPD;
    - Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions;
    - Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training;
    - Regularly and accurately update records of the training undertaken by colleagues and its impact, and advise the appropriate bodies where there are issues of equality of access and involvement.
    - Ensuring the effective organisation of access to opportunities, e.g. providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.
    - Work closely with the Vice Chair responsible for governor training to ensure effectiveness and connectivity with the SIP.

**Match of provision to learning needs**

The CPD Leaders will be responsible for identifying the training and development needs of the school community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.

For teachers, an evaluation of skills against the teacher standards along with RSW's expectations in line with the vision and ethos of the school will be a starting point. Audits will be developed for support staff in line with their individual job descriptions.

The outcomes of the needs analysis along with PRD training plans will be a termly CPD plan which is an integral part of the delivery of the school improvement strategy.

RSW's arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- meet identified individual, school or national development priorities;
- Are based on good practice – in development activity and in teaching and learning;
- Help raise standards of pupils' achievements;
- Respect cultural diversity;
- Are provided by those with the necessary experience, expertise and skills;
- Are planned systematically and follow the agreed programme except when dealing with emerging issues;
- Are based, where appropriate, on relevant standards;
- Are based on current research and inspection evidence of what works in improving performance and outcomes;
- Make effective use of resources;
- Are provided in accommodation which is fit for purpose with appropriate equipment;
- Provide value for money;
- Have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision.

## Supporting a range of CPD activities

RSW will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on learning and teaching within the school. These CPD approaches may include:

- School training using the expertise available within the school and collaborative activity (e.g. collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modeling,)
- Develop accredited specialist leaders in house
- Coaching and mentoring and engaging in learning conversations
- Job enrichment/enlargement (e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings, shared teaching material)
- Producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
- Accessing an external consultant/adviser or relevant expert such as a SLE or NLE.
- Master classes, model and demonstration lessons
- Role play, simulations, case studies and scenario testing
- Collecting and collating pupil feedback, data and outcomes
- Attendance at a lecture, course or conference
- School visits to observe or participate in successful practice
- Secondments, exchanges and placements (e.g. within a regional or national organisation, an exchange or placement with another teacher, school, higher education, industry, international exchange, involvement with Governing Body)
- International professional development
- Postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, NCSL programmes
- Research opportunities
- Distance learning (e.g. eLearning, relevant resources such as educational journals and publications, training videos, reflection, simulations)
- Practical experience (e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)

- External partnerships (e.g. with a colleague, group, subject, phase, activity or school-based team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as a Network Learning Community and using our existing partnerships with outstanding primary and secondary schools)

**Celebrating success, evaluating impact and dissemination of effective practice**

- Each member of staff is responsible for recording their participation in CPD events on their training and development record in their PRD paperwork. Staff are encouraged to keep a portfolio including certificates of attendance, additional qualifications etc.
- Following professional or other development, the participant will complete a CPD Evaluation Form (Personal CPD) or CPD Questionnaire (group CPD) and discuss with the CPD Leader or line manager the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader will be responsible for organising that, e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the school websites.
- The CPD Leader will review annually whether any aspects of the CPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations to the Principal and Governing Body.
- The CPD Leader will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate impact. The CPD Leader shall be committed to ensuring that CPD systems and procedures conform to current best practice. This will be undertaken at a variety of levels including:
  - Immediate/short term evaluation by participants
  - Longer term follow up for a sample of CPD undertaken usually at a period no less than 3 months following the provision
  - Informal discussion with colleagues about improved practice
- Measures used to determine the impact of training and development will be drawn from:
  - Participant evaluation
  - Pupil and school attainment
  - The student voice
  - External and internal evaluation and inspection processes
  - Recruitment and retention data
  - The changing qualification profile of the staff
- The CPD Leader will provide an annual report to the Governing Body on the impact of the training and development undertaken including:
  - o The identification of future needs;
  - o An evaluation of the CPD Leader role;
  - o Pupil and school attainment;
  - o Improved teaching and learning;
  - o Increased pupil understanding and enthusiasm;
  - o Increased staff confidence;
  - o Increased evidence of reflective practice;
  - o Recruitment, retention and career progression/promotable staff;
  - o Growing emerging leaders of practice.

**Governor monitoring**

The Governors of RSW will be invited to attend appropriate CPD activities to sample practice or in relation to their own identified training needs. Governors should monitor how CPD is being used and evaluated and ensure that decisions on CPD are being made for logical and well-defined reasons. Governors should ensure that CPD is being carried out in line with the school improvement plan. An annual report on the impact of CPD will be presented to Governors annually.

**Bibliography**
Coe, R., Aloisi, C., Higgins, S., Elliott Major, L., (2014) What makes great teaching? Review of the underpinning research, The Sutton Trust
http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf

Cordingley, P. Higgins, S. Greany, T. Buckler, N. Coles-Jordan, D. Crisp, B. Saunders, L. Coe, R. (2015) Developing Great Teaching - Lessons from international reviews of effective professional development, Centre for the use of research and evidence in education (CUREE) http://www.curee.co.uk/files/publication/[site-timestamp]/DGT%20Summary_0.pdf

Nelson, R., Spence-Thomas, K., Taylor, C., (2015) What makes great pedagogy and great professional development: final report, Institute of Education https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/406280/What_makes_great_pedagogy_and_great_professional_development_final_report.pdf

Variety of "KeyDocs" from The Key for School Leaders
https://schoolleaders.thekeysupport.com/staff/cpd/organising-cpd/cpd-leadership-methods-and-approaches/

**Annexes**
Annex 1 Training and development record shown on PRD paperwork
Annex 2 RSW audit of teachers' skills against the Teachers' Standards
Annex 3 RSW audit of teaching assistants skills
Annex 4 RSW audit of support staff skills
Annex 5 RSW audit of Governor skills
Annex 6 CPD request form
Annex 7 CPD Evaluation form (personal CPD activity)
Annex 8 CPD questionnaire (group CPD activity)

Annex 1 Training and development record identified on PRD paperwork

1. **Key 'whole school' contributions/Impact** (to be completed at end of academic year)
   Please summarise how in the last 12 months you have made a **significant IMPACT relating to the school's core ethos, vision and values**. This may be supporting a one off event, an ongoing aspect of school improvement or work as part of a team within school or the wider community.

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**Training and development needs:** (identified by Reviewee/Reviewer during target setting)

**Training and development record:** (reviewed by Reviewee at end of academic year)

Annex 2 RSW audit of teachers' skills against the Teachers' Standards

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| The Royal School Wolverhampton | | **RSW Audit of Teachers' skills** | | | | |
| **Name:** | | | | **Date:** | | |

| *Instructions:* *1) Check the "At Teachers' Standard" column and highlight all those standards that match your ability.* *2) Repeat the process for the "Secure" column and highlight those statements that describe you* *3) Repeat the process for the 'Expert' column and highlight those statements that you meet.* *4) Tick the "Below standard" box if you require further training to meet the "At standard" criteria.* *5) Use the summary section at the end of the document to record the "best fit" of your self-audit.* | | | *This column describes a teacher who securely meets, and often exceeds, the standards.* | *This column describes a teacher who exceeds all of the standards and actively supports others within or between schools.* | *Use this column to record the evidence for your judgement.* One piece of evidence can cover a range of standards. Not all evidence is written evidence. You can refer to professional discussions, knowledge and understanding of policies and so on. Other evidence could be: Observations, letters from parents, testimonials from senior colleagues, pieces of action research | *Use this column to note actions to be taken to ensure the standard is met or exceeded.* You could carry out further reading/ research; help from line manager/other member of staff; shadow colleague in another school; explore other professional development in school, other school/ national programmes or qualifications |
| | **Below** standard | **At Standard** | **Secure** | **Expert** | **Evidence bank** | **Action to be taken** |
| **1. Sets high expectations that inspire, motivate and challenge pupils** | | Establishes a safe and stimulating environment for pupils, rooted in mutual respect | The classroom provides a very safe and stimulating environment for pupils, and all behaviours demonstrate mutual respect | Has sufficient depth of knowledge and experience to be able to give advice on the best environments to promote the well-being of children and young people | | |
| | | Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | All pupils are well-motivated and extend their understanding through appropriate teacher expectations | The knowledge and skills of all pupils are extended by high teacher expectations, so all make exceptional progress | | |
| | | Demonstrates consistently the positive attitudes, values and behaviour expected of pupils. | Teacher provides a strong role model for teaching and learning | Teacher provides an excellent role model for teaching and learning | | |

| | Below standard | At Standard | Secure | Expert | Evidence bank | Action to be taken |
|---|---|---|---|---|---|---|
| **2.**<br><br>**Promotes good progress and outcomes by pupils** | | Is accountable for pupils' attainment, progress and outcomes | Teaching skills lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally | Teaching skills lead to excellent results and outcomes that can provide a role model for others | | |
| | | Plans teaching to build on pupils' capabilities and prior knowledge | Planning is a model for others in raising of pupil standards | Planning makes a distinctive contribution to the raising of pupil standards across the school | | |
| | | Guides pupils to reflect on the progress they have made and their emerging needs | Creative and innovative models of pupil reflection are used | Provides model for guiding pupils to reflect on the progress they have made and their emerging needs | | |
| | | Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching | Pupils' enthusiasm for learning is fostered by effective and inclusive teaching strategies | Pupils' enthusiasm and depth of learning is fostered by well-paced and highly effective inclusive teaching strategies | | |
| | | Encourages pupils to take a responsible and conscientious attitude to their own work and study | All pupils take a responsible and conscientious attitude to their own learning | Demonstrates excellent and innovative pedagogical practice that inspires pupil independence | | |

| | Below standard | At Standard | Secure | Expert | Evidence bank | Action to be taken |
|---|---|---|---|---|---|---|
| **3.**<br><br>**Demonstrates good subject and curriculum knowledge** | | Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings | All pupils are enthused and challenged by teachers' strong subject knowledge, contributing to their good progress | Pupils are challenged and inspired by teachers' excellent subject knowledge and consistently applied expertise | | |
| | | Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship | Has a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy, including how learning progresses with them | Extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained, for example, through involvement in wider professional networks associated with their subjects / curriculum areas | | |
| | | Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject | Pupils have good opportunities to develop and use their skills in reading, writing, communication and/or mathematics | Pupils have excellent opportunities to develop and use effective skills in reading, writing, communication and/or mathematics | | |
| | | If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics | Has a clear understanding of systematic synthetic phonics | Has an excellent understanding of systematic synthetic phonics | | |
| | | If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies. | Has a clear understanding of appropriate teaching strategies | Has an excellent understanding of appropriate teaching strategies | | |

| | Below standard | At Standard | Secure | Expert | Evidence bank | Action to be taken |
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| **4.**<br><br>**Plans and teach well-structured lessons** | | Imparts knowledge and develops understanding through effective use of lesson time | Excellent planning and assessment for learning procedures meets the needs of pupils and enables pupils to clearly understand how to improve | Excellent planning and assessment for learning procedures provides a role model for other teachers | | |
| | | Promotes a love of learning and stimulates children's intellectual curiosity | Pupils are challenged and inspired by teacher's passion for learning and intellectual curiosity | Passion for learning and intellectual curiosity provides a role model for others | | |
| | | Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Homework activities are well-matched to pupil needs and use innovative practice | Homework activities are very well-matched to pupil needs and set role model for others | | |
| | | Reflects systematically on the effectiveness of lessons and approaches to teaching | Flexible, creative and adept at designing learning sequences within and across lessons that are consistently well matched to learning objectives and learners' needs | Takes a lead in planning collaboratively with colleagues in order to promote effective practice | | |
| | | Contributes to the design and provision of an engaging curriculum within the relevant subject area(s) | Integrates recent developments, including those relating to subject/ curriculum knowledge | Identifies and explores links within and between subjects/curriculum areas in his or her planning | | |

| | Below standard | At Standard | Secure | Expert | Evidence bank | Action to be taken |
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| **5.**<br><br>**Adapts teaching to respond to the strengths and needs of all pupils** | | Knows when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively | Uses a range of approaches that enable pupils to be taught effectively | Can model differentiation and use of a range of approaches for others | | |
| | | Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these | Demonstrates good understanding of barriers to learning and has good pedagogical practice | Demonstrates excellent understanding of barriers to learning and has excellent pedagogical practice | | |
| | | Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development | Demonstrates good understanding of phases and has good pedagogical practice | Demonstrates excellent and innovative pedagogical practice to support pupils' education at different stages of development | | |
| | | Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them | Has extensive knowledge of matters concerning equality, inclusion and diversity in teaching | Has an extensive knowledge of matters concerning equality, inclusion and diversity in teaching and can act as a role model to lead the practice of others | | |

| | Below standard | At Standard | Above Standard | Evidence bank | Action to be taken |
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| **6.**<br>**Make accurate and productive use of assessment** | | Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | | | |
| | | Make use of formative and summative assessment to secure pupils' progress | | | |
| | | Use relevant data to monitor progress, set targets and plan subsequent lessons | | | |
| | | Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback | | | |

| | Below standard | At Standard | Above Standard | Evidence bank | Action to be taken |
|---|---|---|---|---|---|
| **7. Manage behaviour effectively to ensure a good and safe learning environment** | | Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behaviour policy | | | |
| | | Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | | | |
| | | Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them | | | |
| | | Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | | | |

| | | Below standard | At Standard | Above Standard | Evidence bank | Action to be taken |
|---|---|---|---|---|---|---|
| **8. Personal and profession al conduct**<br>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career. | Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position | | | | | |
| | Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions | | | | | |
| | Showing tolerance of and respect for the rights of others | | | | | |
| | Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs | | | | | |
| | Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law | | | | | |
| | Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality | | | | | |
| | Teachers must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities | | | | | |
| | | Below standard | At Standard | Above Standard | Evidence bank | Action to be taken |
| **9. RSW wider professio nal responsi bilities** | Make a positive contribution to the RSW ethos, values and vision of through SMSC elements and pastoral support for pupils | | | | | |
| | Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support | | | | | |
| | Deploy support staff effectively | | | | | |
| | Contribution to activity programme and impact | | | | | |
| | Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | | | | | |
| | Communicate effectively with parents with regard to pupils' achievements and well-being | | | | | |
| | Delivery of high quality enrichment activities | | | | | |
| | Contribution to RSW public events (planning, attendance, support and review) | | | | | |
| | Arrangements and provision of trips/excursions in safe, creative and attractive manner with impact on educational, personal development and CIAG (Careers information, advice and guidance) | | | | | |

## Support Literacy Development

| | Performance and Criteria | Knowledge and Understanding | ☑ Meeting standard<br><br>Evidence collected | ☒I need support meeting this standard<br><br>Action required | Date |
|---|---|---|---|---|---|
| **Support pupils to develop their reading skills** | Clarify and confirm with the teacher:<br>a your role in supporting pupils to develop reading skills and how this relates to the teacher's role<br>b the learning needs of the pupils you will be working with<br>c the individual learning targets for the pupils you will be working with | The nature and boundaries of your role in supporting literacy development, and its relationship to the role of the teacher and others in the school<br><br>The importance of working within the boundaries of your role and competence and when you should refer to others | | | |
| | Agree the support strategies you will use when working with individual and groups of pupils to develop their reading skills | the basic principles of how children develop literacy skills, the stages of development expected of, and achieved by, the pupils with whom you work<br><br>The strategies suitable for supporting reading, writing, and speaking/talking and listening and how these relate to the different learning needs of the pupils with whom you work<br><br>The interactive use of speaking/talking, listening, reading and writing to promote literacy development in pupils | | | |
| | Obtain the learning resources needed to implement the agreed support strategies | | | | |

| | Implement the agreed strategies correctly to support the pupils' reading development | The teacher's programme and plans for literacy development | | | |
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| | Take appropriate action to resolve any problems in supporting pupils during learning activities | The nature of any special educational needs or additional support needs of pupils with whom you work and the implications of these for helping them to develop literacy skills | | | |
| | Provide the teacher with the information needed to maintain pupil records and reports | | | | |
| **Support pupils to develop their writing skills** | Clarify and confirm with the teacher:<br>a your role in supporting pupils to develop writing skills and how this relates to the teacher's role<br>b the learning needs of the pupils you will be working with<br>c the individual learning targets for the pupils you will be working with | | | | |
| | Agree the support strategies you will use when working with individual and groups of pupils to develop their writing skills | How to spell and form grammatically accurate sentences | | | |
| | Obtain the learning resources needed to implement the agreed support strategies | | | | |
| | Implement the agreed strategies correctly to support development of the pupils' writing skills | | | | |
| | Monitor the pupils' progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements | How to use praise and constructive feedback to promote pupils' learning | | | |
| | Take appropriate action to resolve any problems in supporting pupils during learning activities | The sorts of problems that might occur when supporting learning activities and how to deal with these | | | |
| | Provide the teacher with the information needed to maintain pupil records and reports | | | | |

| Support pupils to develop their speaking/talking and listening skills | Provide opportunities for pupils to engage in conversation, discussion and questioning | | | | |
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| | Use open-ended questions to encourage pupils to contribute to conversations and discussions | | | | |
| | Support shy and reticent pupils in responding to questions | The role of communication and self-expression in developing self-esteem | | | |
| | Use language and vocabulary which is appropriate to the pupils' level of understanding and development | | | | |
| | Use appropriate strategies for introducing pupils to new words and language structures to help extend their vocabulary and structural command of language | The school's English, or language policy as appropriate to the setting<br><br>The strategies and resources used at your school for developing pupils':<br>a reading skills<br>b writing skills<br>c speaking/talking and listening skills | | | |
| | Create opportunities to extend pupils' understanding about the importance of attentive listening and taking turns to speak | The interactive use of speaking/talking, listening, reading and writing to promote literacy development in pupils | | | |
| | Encourage pupils to contribute to conversations and discussions in a manner likely to enhance their self-confidence and self-esteem | How to monitor and promote pupil participation and progress in all aspects of literacy development | | | |
| | Encourage pupils to respond constructively to other pupils' contributions to conversations and discussions | | | | |
| | Respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images | | | | |

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| | | Physical and emotional factors which impact on a pupil's ability to engage in oral communication and ways of overcoming or minimising the effects of these | | | |
| | | The school procedures for recording and sharing information | | | |

## Support numeracy development

| | Performance and Criteria | Knowledge and Understanding | ☑ Meeting standard | ☒I need support meeting this standard | |
|---|---|---|---|---|---|
| | | | Evidence collected | Action required | Date |
| **Support pupils to develop numeracy skills** | | The school policy for mathematics and the age-related expectations of pupils relevant to the age range of the pupils with whom you work | | | |
| | Clarify and confirm with the teacher your understanding of: <br> a the learning activities you will be supporting <br> b the teaching and learning objectives of the activities <br> c which pupils you will be working with <br> d how this will be organised in relation to what the teacher and other pupils will be doing | The teaching and learning objectives of the learning activities you are supporting and the place of these in the teacher's overall teaching programme for mathematics | | | |
| | Obtain accurate and up-to-date information about the pupils' current numeracy skills, including any specific learning targets or difficulties | How to obtain and use information about pupils' current mathematical skills and abilities | | | |
| | Agree the support strategies you will use when working with individual and groups of pupils to develop their numeracy skills | Strategies for supporting development of mathematical skills and how these relate to different learning needs | | | |
| | Obtain the learning resources needed to implement the agreed learning activities | The resources used at your school for developing pupils' mathematical skills and how they should be used | | | |
| | Use the agreed strategies correctly to support development of the pupils' numeracy Skills | The nature of any special educational needs or additional support needs of pupils with whom you work and the implications of these for helping them to develop mathematical knowledge, understanding and skills | | | |

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| | Use praise, commentary and assistance to encourage pupils to stay on task and complete the learning tasks | | | |
| | Deal with any difficulties in completing the learning tasks in ways that maintain the pupil's confidence and self-esteem | How pupils develop mathematical skills and the factors that promote and hinder effective learning | | |
| | Monitor progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements | | | |
| | Take appropriate action to resolve any problems in supporting pupils during learning activities | | | |
| | Provide the teacher with the information needed to maintain pupil records and reports | | | |
| **Support pupils to use and apply mathematics** | Clarify and confirm your understanding of:<br>a the learning activity you will be supporting<br>b the teaching and learning objectives of the activity<br>c which pupils you will be working with<br>d how this will be organised in relation to what the teacher and other pupils will be doing | The importance of working within the boundaries of your role and competence and when you should refer to others | | |
| | Agree the strategies you will use to support pupils in using and applying mathematics | | | |
| | Obtain and/or develop learning resources to support the activity | | | |
| | Clearly explain the learning task to the pupils involved | The importance of explaining learning tasks clearly and allowing pupils to ask questions<br>and clarify their understanding and how to do this | | |

| | | Encourage the pupils to ask questions and to seek clarification on any aspects of the learning task | The sorts of questions, problems and tasks that can be used to help pupils in the age range you work with to use and apply mathematics | | | |
|---|---|---|---|---|---|---|
| | | Provide levels of individual attention, reassurance and help with the learning task as appropriate to pupils' needs | How to use praise and constructive feedback to promote pupils' learning | | | |
| | | Make yourself available and easy for pupils to approach for support when needed | | | | |
| | | Provide support as needed to promote pupils' learning while allowing them time and encouragement to pursue their own lines of enquiry and solve mathematical problems | How to support pupils in pursuing their own lines of enquiry and finding their own solutions to problems | | | |
| | | Use praise, commentary and assistance to encourage pupils to stay on task and complete the learning tasks | How to maintain pupils' interest, motivation and focus in pursuing lines of enquiry and solving problems | | | |
| | | Deal with difficulties in completing the learning task in ways that maintain the pupil's confidence and self-esteem | The sorts of problems that might occur when supporting learning activities and how to deal with these | | | |
| | | Monitor progress towards the intended learning objectives and provide feedback to the pupils in a manner appropriate to their age and achievements | How to monitor and promote pupil participation and progress in developing and using mathematical skills | | | |
| | | Take appropriate action to resolve any problems in supporting pupils during the learning activities | | | | |
| | | Provide the teacher with the information needed to maintain pupil records and reports | The school procedures for recording and sharing information | | | |

## Observe and promote pupil performance and development

| Observe and report on pupil performance and development | Clarify and confirm with the teacher:<br>a the reasons and objectives for observing pupils' performance and development<br>b which pupils are to be observed<br>c appropriate observation techniques and types of recording format | | | | |
|---|---|---|---|---|---|
| | Discuss the observation with the pupils to be observed and respond appropriately to their views, according to their age, needs and abilities | The importance of involving pupils as partners in observation and assessment | | | |
| | Minimise distractions and observe pupils without intruding or causing unnecessary stress | Potential sources of distractions and disruptions during observations of pupils and how to minimise these | | | |
| | Use appropriate techniques to observe pupils, covering all required aspects of their performance and development | The protocols to be observed when observing pupils<br><br>Techniques of observation that are appropriate for different purposes<br><br>Your school's processes and procedures for observing and recording pupil performance and development<br><br>When and how these processes link to external requirements or 'baselines', or curriculum frameworks followed in your home country | | | |
| | Use facilitative techniques that are consistent with the objectives of the observations | Possible cultural, social and gender based influences on pupils' responses to being observed<br><br>The concepts of reliability, validity and subjectivity of observations | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Promptly, accurately and legibly complete recordings from observations in the required format | How to summarise and present information from observations of pupil performance and development | | | |
| | Present the results of your observations to the teacher to assist the evaluation of evidence relating to the pupils' stage of development | | | | |
| | Maintain confidentiality according to the school's procedures | The importance of confidentiality when dealing with information about individual pupils and the school policies and procedures for ensuring confidentiality of information | | | |
| **Promote pupil performance and development** | Reflect upon your observations of pupil performance and development and identify implications for your own practice | How reflection on the outcomes of pupil observations can be used to inform your own practice | | | |
| | Discuss and agree your observations and conclusions with the teacher | | | | |
| | Contribute to planning for individual pupils based on your observations and reflection | | | | |
| | Implement plans flexibly and evaluate their effectiveness in promoting pupil performance and development | | | | |
| | Work with the teacher, and pupils where appropriate, to evaluate the implementation of Plans | | | | |
| | Regularly review your own practice in terms of positive developmental outcomes for pupils | The influences1 on how children/young people develop and what these might mean in the context of the pupils you are working with | | | |
| | | The importance of recognising that children/young people's development is holistic, even though for convenience it is divided into different interconnected areas, and how this affects practice | | | |

| | | | | | |
|---|---|---|---|---|---|
| | | That children and young people develop at widely different rates, but in broadly the same sequence | | | |
| | | Children and young people's expected patterns of development from 3 to 16 including:<br>a physical development<br>b communication, intellectual development and learning<br>c social, emotional and behavioural development | | | |
| | | How to promote the development of children/young people in the age range of the pupils with whom you work | | | |

Annex 4 RSW Audit of Support staff skills

| The Royal School *Wolverhampton* | RSW Audit of Support Staff Skills | |
|---|---|---|
| **Name:** | **Date:** | |

**Section 1. Skills audit based on the job description**

This section of the document should be completed by the line manager during a discussion with the employee.

| Area/responsibility listed in the job description | Does the member of staff have the skills and training necessary to fulfil this responsibility? | Actions for improvement (if necessary) |
|---|---|---|
| | | |
| | | |
| | | |

| Area/responsibility listed in the job description | Does the member of staff have the skills and training necessary to fulfil this responsibility? | Actions for improvement (if necessary) |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Section 2. Questions for the employee**
This section is to be completed by the member of staff and then discussed with his/her line manager.

| What do your consider your areas of strength? |
| --- |
| |

| In what areas do you feel that you could use development? |
| --- |
| |

| How do you think we could help you to develop in these areas? |
| --- |
| |

| Is there any specific training that you think would help? |
| --- |
| |

| How could your role be made more efficient? You know the job best. How can you improve it? |
| --- |
| |

| What links do you have with other staff in your role?  Are these managed effectively to ensure that procedures are streamlined and efficient? |
| --- |
| |

| Do you have any skills from previous employment, or from outside interests, that you would like to use more? |
|---|
|  |

| How would you like your career to progress in the next five years? |
|---|
|  |

| Is there anything else you would like to add? |
|---|
|  |

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# Governor Skills Audit

Carrying out an annual skills audit can have a number of uses and benefits:

- It can help a governing body to explore its skills and knowledge base, as part of an overall assessment of its effectiveness.
- If there is a vacancy on the governing body, it could direct the advertisement for recruitment of a new governor. This allows you to bring in the right skills rather than trying to find training.
- It can help the governing body organise the membership of committees and the delegation of tasks to individual members.
- The governing body can use the information to identify training and development needs.
- It can help the governing body develop succession planning policy and future recruitment of governors.
- It is a mechanism to ensure that skills and expertise are matched to the needs of the school and to improve outcomes for pupils.
- It can help individual Governors become more aware of their skills. Governors can be modest and sometimes underestimate the transferable skills they are able to offer.

**Completing the skills audit**

Apart from time, commitment and enthusiasm, Governors need a range of skills and experience to ensure they fulfil their roles and responsibilities effectively.

To help the governing body understand what skills and experience it contains, or what is missing, it is important that all Governors complete the skills audit grid as honestly as they can. A governing body works as a team and everyone has a contribution to make and the potential to develop.

When giving your thoughts about whether you are very good/good/adequate or further training needed in each of the categories, it is important to remember that a skill can be acquired in a number of ways, eg through training or taking a qualification, the work you do, undertaking a voluntary activity or your life experience.

The exercise will be most effective if everyone takes part.

If a skills gap is identified then the next vacancy which occurs should be used, if at all possible, to fill that gap. This same list of criteria could also be used during the recruitment process to ascertain if applicants have the skills which are sought.

The analysis of results will help inform the training plan for the year coordinated by the designated training governor.

| Name | | | | |
|---|---|---|---|---|
| **Area of expertise – Please rate your knowledge/understanding/competence in the skill/experience areas listed** | **Very Good** | **Good** | **Adequate** | **Further training needed** |
| **Generic skills, knowledge and experience** No single governor is expected to have all of these, but across the team these should appear and can be considered as essential ingredients for the governing body as a whole. | | | | |
| Experience of governance (including in other sectors) | | | | |
| Experience of chairing a board/governing board or committee | | | | |
| Experience of professional leadership | | | | |
| Strategic planning | | | | |
| Self evaluation and/or impact assessment of new ideas/initiatives | | | | |
| Data analysis | | | | |
| Experience of staff recruitment | | | | |
| Performance management/appraisal a) Staff b) Organisation | | | | |
| Community relations | | | | |
| Chairing | | | | |
| Leadership | | | | |
| Coaching/mentoring or CPD | | | | |
| Negotiation and mediation | | | | |
| Communication skills including listening and being able to discuss sensitive issues tactfully | | | | |
| Problem solving and/or creativity | | | | |
| Change management (e.g. overseeing a merger or an organisational restructure) | | | | |
| Ability to analyse and review complex issues objectively | | | | |
| Ability to identify and solve problems | | | | |
| Ability to propose and consider innovative solutions | | | | |
| Ability to influence | | | | |
| Ability to work in a professional manner | | | | |
| Willingness to learn | | | | |
| Commitment to the school's vision and ethos | | | | |
| Ability to learn from failure | | | | |
| Handling complaints, grievances or appeals | | | | |
| Risk assessment | | | | |
| Knowledge of this school | | | | |
| Parents' perspective: current of school | | | | |
| Knowledge of the local community | | | | |
| Knowledge of sources of relevant information/data | | | | |
| Knowledge of the local/regional economy | | | | |

| | | | | |
|---|---|---|---|---|
| Understanding of current educational policy | | | | |
| Ability to make difficult decisions in the best interests of pupils | | | | |
| Ability to ask probing questions | | | | |
| Specialist knowledge or experience *(please specify in which field)* | | | | |
| Essential specialist knowledge for the governing body as a whole:<br>    a)   Financial management<br>    b) Accountancy | | | | |
| **The following skills are useful and in some cases desirable but not necessarily essential for a governing body**.  These are useful to be able to challenge, monitor and scrutinise effectively but they are **not** required to carry out operational tasks and would not take the place of external expertise. | | | | |
| Premises and facilities management | | | | |
| Human resources expertise | | | | |
| Procurement/purchasing | | | | |
| Financial planning | | | | |
| Legal | | | | |
| ICT and /or management information systems | | | | |
| PR and marketing | | | | |
| Work placements/career planning | | | | |
| Teaching and pedagogy | | | | |
| Special educational needs | | | | |
| Children's and young people's services or activities (in any sector) | | | | |
| Health services (particularly relevant in special schools | | | | |
| Safeguarding | | | | |
| Primary Schools – Nursery sector | | | | |
| Secondary Schools – Further and Higher Education sector | | | | |
| Working or volunteering with young people | | | | |
| Project management | | | | |
| Health and safety | | | | |
| Quality assurance | | | | |
| Surveying consultation and/or research | | | | |
| Other: please specify | | | | |

| Other comments: |
|---|
| |

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# **CPD request form**

Please complete as fully as possible before returning to LH's tray.

Name _____ Department _____

| |
|---|
| Title/form/focus of CPD activity including **provider/location/date/duration/cost of course/cost of travel** if appropriate |
| Reason/s for requesting CPD including links to teacher skills audit and PRD training plan |
| Links to department improvement plan |
| Links to whole school improvement plan |
| How information from CPD activity will be disseminated to relevant staff |

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# **CPD evaluation form**

Please complete as fully as possible before returning to LH's tray.

Name _____ Department _____

| |
|---|
| Title and date of CPD activity |
| Did the CPD activity fulfil your needs? How? What new skills and knowledge have you learnt and how has this impacted upon your practice?<br><br>What's the evidence of impact? |
| How has this CPD activity contributed to the department/whole school development plans? |
| What are your next steps following this CPD activity? (including details of dissemination of information to relevant staff) |
| Would you recommend this CPD activity or provider to others?  Why? |
| What was the single best feature about this CPD activity? |

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# **CPD questionnaire**

Please complete as fully as possible before returning to LH's tray.

Name of participant: …………………………... Date of training session: …………………………...

Training delivered: …………………………..... Type of training: ……............... (internal/external)

| Please read each of the statements below, and rate the extent to which you agree. 1 = disagree   2 = partially agree   3 = agree   4 = strongly agree | | | | |
|---|---|---|---|---|
| The pre-training materials provided were clear and relevant | 1 | 2 | 3 | 4 |
| The purpose of the training was clearly explained in advance of the session | 1 | 2 | 3 | 4 |
| The training was relevant to my individual development objectives | 1 | 2 | 3 | 4 |
| The aims and objectives of the session were clearly explained | 1 | 2 | 3 | 4 |
| The training session was well structured and appropriately paced | 1 | 2 | 3 | 4 |
| The training activities were interactive, engaging and relevant | 1 | 2 | 3 | 4 |
| The content was interesting and each topic was covered in sufficient detail | 1 | 2 | 3 | 4 |
| The content was delivered in a clear, easy-to-understand manner | 1 | 2 | 3 | 4 |
| The supplementary resources provided were clear and relevant | 1 | 2 | 3 | 4 |
| There was sufficient opportunity to ask questions during the training session | 1 | 2 | 3 | 4 |
| The aims and objectives of the session were fully achieved | 1 | 2 | 3 | 4 |
| The training will have a positive impact on my practice | 1 | 2 | 3 | 4 |
| The training will have a positive impact upon pupils' learning | 1 | 2 | 3 | 4 |

| Please provide your comments and feedback in relation to each of the questions set out below |
|---|
| 1. Which aspects of the training session were most useful? |
| 2. Which aspects of the training could have been improved? |
| 3. What was the most important learning you took away from the training session? |
| 4. How will what you have learned impact on your practice? |
| 5. What support do you need in order apply these learnings? |
| 6. Do you require any additional training on any of the topics covered during the session? |
| *Please use this space to provide any additional comments or feedback about the training* |