

Teachers Professional Development Policy

for both the Junior School and Senior School

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Where available	Staff Handbook (Freemen's Staff SharePoint site)



Teachers' professional development policy

Aims of the policy

Professional Development is important and expected at Freeman's. This policy outlines the development process for staff and the continued professional learning opportunities available to them throughout the year.

Principles of Freeman's professional development

- Everyone develops their professional practice;
- Staff members are responsible for their own professional development; they 'own' the process and ensuring they do so effectively is the responsibility of their Line Manager;
- All colleagues should seek feedback as an essential way of identifying strengths and areas of development.

Purpose

The purpose of our professional development programme at Freeman's is to ensure that the School community embarks on a cyclical development journey that supports the School in meeting the aims of the strategic intent and their own teaching practice.



- Curriculum Leaders Development Plan (CLDP) – Curriculum Leaders set out their targets for the year ahead which links directly to the Strategic Intent, Big 5 and review of the previous year's objectives. The Curriculum Leader will review this throughout the year by identifying success criteria and an action plan, which is supported by a mid-year review;
- Professional Development aims – once the CLDP has been completed, this should feed into the professional development aims of all members of staff;
- Continued Professional Learning/Feedback – throughout the year, colleagues will take part in a variety of professional learning opportunities and seek feedback on their targets through a mid-year review, which a number of evidence channels filter into;
- Evaluation and review – at the end of the year, staff reflect on their CLDP and professional development aims and evaluate their success through the evidence gathered.

Professional development

When completing professional development, line managers should use the coaching conversations guidance to support their discussions. Although the process has been split into three coaching conversations throughout the year, the more coaching conversations line managers can engage with the better. Regularly reminding staff of their professional development targets at department meetings, feedback sessions after completing Blinks or classroom visits or more casual conversations at break or lunch. This is an ongoing, reflective learning process where talking about teaching and development is encouraged.

Principles

- The teacher should always be involved in their professional development process;

- Ongoing dialogue between the reviewer and the teacher creates motivation towards target completion;

It's a joint effort between the teacher and line manager, but the teacher makes the decision, whereas the line manager is there to facilitate. Process

- Coaching conversation one - each teacher should set their aims for the forthcoming academic year in September, in consultation with their line manager;
- The teacher completes a number of CPL opportunities;
- Coaching conversation two is requested by the teacher and held with their line manager in Half Term 3. The line manager shares the progress of their department with the second reviewer (SLT line manager);
- Coaching conversation three called by the teacher in May/June;
- Completed form sent to second reviewer by the end of June.

The following relationship should exist between teacher and line manager –

Instead of this...

Annual
Fits all
Past
Hierarchy
Talking about
Prove



Do this...

Ongoing
Fits one
Future
Collaborative
Talking with
Improving

Setting professional development aims

Teachers should use the previous year's feedback to reflect critically on their own practice and decide on at least two development aims, which are agreed with their line manager in September.

- **Developmental aims should:**
 - Begin with 'To develop my ...';
 - Be substantial for the teacher, significant for the school and aspirational for both;
 - Be realistic and attainable;
 - Be informed by the School and the department's aims;
 - Be approved by your line manager.
- **Professional development aims should consist of –**
 - **Teaching Aim** – Teachers should set themselves one teaching aim.
 - **Second Aim** – Appropriate line managers (e.g. SLT or Heads of Year) can give guidance on this second aim, which is either focussed on the staff member's:
 - **Leadership role** - if the teacher has a leadership position (SLT, HODs and HoYs);
 - **Pastoral role** – if the teacher would like to develop their pastoral skills

- **Additional aim** – may be agreed, but is not expected (if the two above are significant they will be challenging enough). If a third aim is desired it could be on any aspect of the staff member's role.
 - **Teaching aim**
 - **Good example** – To develop my ability to provide feedback in the classroom through formative assessment approaches. I will develop my understanding and the impact of whole class feedback, low stakes assessment and use of a visualiser in order to reduce my marking load
 - **Bad example** – attend meetings to learn new approaches, read a book on assessment, go on a course etc.

Professional development actions and success criteria

Actions - the actions are the 'to do' list or 'next steps' necessary to achieve the aims. Actions may be refined during the course of the cycle. Examples include –

- CPL opportunities
- Staff and student feedback
- Classroom visits
- In some cases, it may be helpful to think of sequential actions e.g. i) identify ii) implement iii) evaluate.

Success criteria – what will the staff member look like as a teaching professional after they have achieved this aim? Examples include –

- I will be using whole class feedback and the use of a visualiser to make a real difference to student outcomes at least once a fortnight
- My knowledge of the course will be strong and I will be able to provide challenge to students at the top end. I will also be able to deliver CPL opportunities to my colleagues on course content

Feedback

Throughout the year, there are many occasions where staff can receive feedback.

- How is feedback provided?
 - It is up to the teacher but pro forma templates are included in Professional Development folder:
 - Self-assessment
 - HOD and other manager(s)
 - Students – a range can be selected by the teacher across their groups. This can be through exit tickets, surveys, 1-1 discussions, anonymous Q and A
 - Classroom visits, Learning walks and Blinks are collected over the year by the teacher
 - Exit ticket or other forms of feedback after leading a CPL session

- What are the criteria?
 - Behaviours - [Professional expectations of all staff at Freeman's](#)
 - Competencies - [Teacher standards](#)
 - For HODs – [Responsibilities of a HOD](#)
 - For HOYS – Responsibilities of a HOY
 - For tutors – Responsibilities of a Tutor
- Storage of feedback
 - Staff members are responsible for storing their feedback and bringing this to their professional development meetings. There is a folder for each staff member on SharePoint to keep all of the necessary feedback documents

Points of order

- Staff members new to Freeman's will be expected to start a Professional Development cycle in the first September after they start. i.e. someone joining in May would wait until September to begin;
- Trainee teachers and NQT's will be expected to complete a Professional Development cycle but may choose to align this with their training;
- HoDs/CL's will be the main reviewers for all staff members, regardless of their other responsibilities. The only exception is SLT, who should discuss their teaching aim with their HoD but complete their professional development form with their line manager.
- Staff members should seek feedback on all their substantive roles e.g. teacher, Form Tutor, HOY and other responsibilities.
- The second reviewer is likely to be the line manager's manager and they should ensure the process is completed appropriately.

Coaching conversations

Staff members will reflect on the extent to which they have successfully achieved their actions and overall development aim. It is a time to register what has gone well and adjust action plan as needed. This should be written up before the meeting with the Line Manager. Staff members may also list other professional achievements beyond the aim into the document to ensure that the hard work and training they have committed to has been recognised.

Roles

The following roles need to be established in order to ensure that the cycle of professional development for all colleagues is successful. If you are a member of SLT or a middle leader you will take on two roles. If you are a teacher, you will take on one role.

Line managers should not wait until professional development meetings to raise any performance concerns, but should instead raise them at the time the issue arises (for advice see *E2 Managing People Policy* in the Staff Handbook).

Line manager (SLT) – the role of the line manager is to ensure the Head of Department/Curriculum Leader complete the following –

- The CLDP and Governor report is completed on time;
- Complete their own professional development aims;
- Challenge the evidence collected to demonstrate their development and ensure that the staff member has received sufficient feedback across all their roles;
- Ensure the aims are substantial, significant and aspirational;
- Write their comments about progress towards the aim after the review;
- The HoD has completed their professional development aims for all colleagues in their department and this is directly linked to their CLDP and is reflective of their experience and skill set;
- Ensure the mid-year review is successfully completed and ongoing support is provided to the HoD/CL through feedback, ensuring there is attendance at all CPL sessions throughout the year;
- Ensure the end of year evaluation is completed successfully and support planning for the following year's cycle is put in place.

Head of Department/Curriculum Lead – his/her role is to ensure that his/her team of teachers develops at a manageable pace with the appropriate level of challenge and support –

- The CLDP and Governor report is completed on time;
- Complete their own professional development aims, as well as ensuring it is completed for colleagues in their department. This is directly linked to their CLDP and is reflective of their experience and skill set;
- Question the evidence base collected and ensure that the staff member has received sufficient feedback across all their roles;
- Ensure the aims are substantial, significant and aspirational;
- Write their comments about progress towards the aim after the review;
- Complete a mid-year review on all members of department, following up on success criteria and actions set out at the beginning of the professional development process;
- Share any concerns regarding the process with their Line manager;
- Ensure the end of year evaluation is completed successfully and the planning has started for the following year's cycle.

Teachers – the teacher's role is to set SMART targets which are challenging, rewarding and link directly to the CLDP

- Complete professional development aims and set out success criteria and action points for the aim to be completed;
- Attend the various CPL sessions to ensure your aim is met;
- Complete a self-reflective mid-year review, following up on success criteria and actions set out at the beginning of the professional development process;
- Share any concerns regarding the process with their Line Manager;
- Ensure the end of year evaluation is completed successfully and start planning for the following year's cycle.

Continued Professional Learning Programme

The Programme ensures that every member of staff at the City of London Freeman's School has access to a wide range of learning opportunities. The programme on offer is bespoke to each staff member, based on their professional development aims.

As a guide teachers are expected to undertake **a minimum of six hours of School CPL and six hours of independent CPL (internal and/or external)**. Whilst we expect that most staff are engaged in many more hours than this, we believe that this is the minimum expectation to ensure that they are investing fully in their own professional development. As such, they can expect provisions from the school to support them in achieving at least the 12 hours. The 12 hours can come in many forms and the list can be found in the CPL log.

The training offered varies from school-based INSET days, research projects, one to one coaching and mentoring and twilight training sessions based around specific classroom pedagogy. It includes support for on-going study, including funding support for Master's qualifications and other professional certificates. There is support for colleagues at all stages of their careers, from the Graduate Teacher to those colleagues preparing for senior leadership.

We believe the best professional development teachers can undertake happens in school, and at Freeman's we have a number of excellent new and experienced teachers working collaboratively to become the best practitioners they can.

Aims of the Programme

- All training to reflect the aims and values of the school;
- To ensure that every member of staff at Freeman's develops as a professional whilst they are at the School;
- To give colleagues choice in the priorities they choose for their professional development;
- To ensure that staff development complements school development, giving colleagues the chance to shape school practice;
- To create a professional development system that is not paperwork or accountability heavy – but does improve student and teachers learning;
- Provide varied and high-quality training for all student teachers, unqualified teachers, graduate assistants, graduate teachers, NQTs and NQT+1's;
- To provide regular lesson observations/classroom visits and informal support from colleagues both inside and outside the department;
- Identify what the School can and will do to help them make an effective contribution and develop their own career in the most positive way at Freeman's;

- Ensure staff are aware of appropriate statutory processes and regulations necessary for them to carry out their job
- Create a system where we can not only train and support our staff, but also monitor and evaluate effectiveness of all training across the school;
- Successfully induct all new staff, ensuring training is of a high quality and allows members of staff to feel supported and ready to have the biggest impact on Freemen's students.

At Freemen's, we regard professional development as having the biggest impact on Learning and Teaching. Learning at Freemen's is exciting, full of opportunities for independence, achievement and enjoyment. We have a strong focus on ensuring every student under our care receives the best educational experiences possible, which not only leads to fantastic results, but ensures that students leave with the skills that will allow them to succeed in the dynamic modern world.

CPL programme

Group	Focus	Who is this for?
Twilight CPL	Staff should pick a session of their choice. There is something for everyone.	All staff
Learning and Teaching breakfast club	An opportunity for staff to get together over breakfast and talk all things Learning and Teaching. Nothing to prepare, just bring along an idea, share some effective practice or talk about CPL.	All staff (optional)
IT drop in sessions	A drop in session aimed at answering any questions you may have about IT and digital tools in the classroom. These sessions may have a theme or give a demonstration of a particular piece of software.	All staff (optional)
Teacher Link Programme	Our Teacher Link Programme focuses on bringing teachers together to create better learning opportunities for all students	All staff (optional)
Developing Leadership through Partnership	A new initiative that provides teaching staff with the opportunity of developing their leadership skills, through the completion of an improvement project in other school settings	All staff (optional)
The Enquiring Teachers Programme	The Enquiring Teachers Programme provides an opportunity for collaboration and partnership between professional educators. The programme is a professional learning opportunity that allows all staff to put research into action on a variety of school themes.	All staff via application
Teaching and Learning Committee	The TLC represent the staff body on all matters relating to the quality of Learning and Teaching in the school. The meetings run half-termly, which focus on CPL opportunities, technology, L&T themes and to provide an opportunity to share or complete research.	One member from each department should attend each meeting
NQT training	All NQTs are expected to attend these sessions. These sessions cover many areas of classroom practice and whole school responsibilities.	All NQTs

NQT+1/Excellent Teacher programme	Teachers in their second year are given ongoing support. These sessions run half-termly and are based on individual strengths and areas to improve on following their NQT year. The meetings also focus on ensuring that the NQT+1 is given the necessary support to be able to confidently follow school policy and routines.	All NQT+1 must attend/open to all staff
Middle Leadership	The course is aimed at any teacher who is currently in a middle leadership position or someone who is considering taking on a leadership role in the future. Teachers are able to discuss leadership skills and approaches, as well as reflect on their own professional development.	Current staff in leadership roles or staff who are aspiring middle leaders (optional)
Student Learning Team	An opportunity to take into account students' views on learning and teaching, giving us a better understanding of students' needs in the classroom.	Members of the student learning team
GA/ITT training	These sessions are for all staff members who are Graduate Assistants or unqualified members of teaching staff. Staff members will cover aspects of learning and teaching that will allow them to start making a difference in the classroom, giving them the confidence to teach and undertake ITT.	All Graduate Assistants, unqualified staff and staff currently undertaking ITT
New staff breakfast catch up	A catch up breakfast for new staff, buddies and mentors to allow them opportunities to share their experiences and address any questions or concerns	New staff, buddies, and mentors

Other in School opportunities

Finding out about training

Information may come from a variety of sources; literature in the Common Room, passed down by Heads of Department or recommended by senior leaders. If you have specific training needs but do not know where to access information, please ask the Deputy Head or Deputy Head Academic for advice.

Quality of training

It is worth taking advice on courses from HODs or SLT. Some courses are very generic or aimed primarily at the state sector and so are not useful. Organisations such as HMC Professional Development and BSA provide a range of excellent courses for staff in independent schools. It may be that some expertise can be delivered "in house" by trained staff – e.g. IWB training can be given to a high level by a number of colleagues. In addition, it may make more financial sense for a trainer to come to School and train a number of colleagues at the same time.

General courses

- Staff Induction - All staff joining the School will undergo an induction programme designed to equip them with all the skills they need to approach their role with confidence. Induction will be spread across a number of sessions and a number of weeks and will encompass a number of different aspects such as Safeguarding, Report Writing and the School's annual

whole school events such as Prize Day or City Visit. Support staff will often undergo a number of City based courses as part of their induction.

- Minibuses - Those wishing to drive a minibus should undergo the MIDAS training organised via the Bursary. This is an externally assessed course leading to a nationally recognised and transferable qualification. Staff should speak to the Bursary Secretary for further details.
- First Aid - First Aid courses are run on a regular basis by the Medical Centre leading to an Emergency First Aider qualification. Colleagues are strongly advised to do this course if they are involved in Games, PE, DofE and boarding. Courses are organised by the Deputy Head's secretary.
- INSET - INSET is organised by the Director of Learning, Teaching and Innovation and covers a wide variety of topics. Staff are welcome to suggest possible courses that might be useful. Optional twilight INSET is arranged on a variety of different subjects both pastoral and academic and staff should attend those they feel are most useful.
- Boarding - The School advises that those involved in boarding attend the BSA course and undertake the Certificate in Profession Practice. An online training session is compulsory for all staff involved in boarding.
- Safeguarding - All staff receive regular Safeguarding training in line with *Keeping Children Safe in Education* and guidance from Surrey Safeguarding Children Partnership. More advanced training is available for those with a particular interest or area of responsibility and the Deputy Head has details of courses available.
- Further degrees - It may be possible for the School to help finance further qualifications such as Masters degrees or other professional qualifications such as NPQH. Staff should contact the Headmaster in the first instance.

Freemen's

Learn, lead and make a difference



Appendix 1 - Exemplar aims

The below are examples of what a good professional development aim looks like. All are high level and will require 'SMARTification'

- Improve my assessment for learning skills in order to increase student achievement.
- Develop the department's use of data to identify students where interventions are required
- Develop the interventions our department uses to improve student.... engagement, achievement, effort etc.
- Develop my ability to plan and deliver a department strategy
- Improve my ability to coach colleagues/students
- Gain experience in managing a budget
- Develop leadership skills by chairing and developing the department meeting
- Improve the effectiveness of the feedback I give to students, marking less, achieving more
- Become accomplished at Microsoft Teams and lead the department in its use.
- Develop the co-curricular offering of the department to reach out to engage more younger students
- Complete an Enquiring Schools project into the effective strategies for teaching BULBs
- Gain project management experience
- Take the lead on a whole-school initiative to....

Ensuring aims are SMART

- Typical aim
 - Be better at public speaking
- Better if it was SMART
 - To become a better public speaker, demonstrating this through the delivery of effective assemblies to a range of audiences.
- Plan
 - Research what makes a great assembly
 - Work with a colleague whilst they prepare a substantive assembly – discuss their process
 - Work with colleagues to identify assembly topics which complement the School's aims
 - Attend CPL on public speaking

- By the end of the year plan and deliver three assemblies to different Sections of the School, get a colleague to work with me to review how it went.

Appendix 2 - Exemplar feedback forms – Student feedback (optional)







Student Feedback Forms

This could be completed by sending to students via a Microsoft form.

What do you enjoy about my lessons?
How can you learn better in my lessons?
How can I support you better in my lessons?

When asking the students for feedback, think about the following questions?

	<i>What are the best things about my lessons?</i>	<i>How would you describe my teaching style in three words?</i>	<i>Is there anything which would make my lessons even better?</i>
	<i>How would you describe how you learn best and can you give an example?</i>	<i>What classroom activities most help your learning and progress in this subject? Please explain how and why.</i>	<i>What homework assignments most help your learning and progress in this subject? Please explain how and why.</i>

 <p>High expectations</p>	 <p>Feedback</p>	<p><i>What most interests you about this subject (including lessons and homework)?</i></p>	<p><i>What motivates you to study independently in a focused and effective way in this subject?</i></p>	<p><i>What would further increase your interest and motivation in this subject?</i></p>
 <p>Student-led learning</p>	 <p>Creativity</p>			
 <p>Questioning</p>	 <p>Challenge</p>			

Appendix 3 - Self review – Teacher expectations (optional)

Expectations of a Freeman's Teacher		Comment based on evidence
Safeguarding	Exceeding Meeting Could do better	
Appearance	Exceeding Meeting Could do better	
Availability	Exceeding Meeting Could do better	
Awareness and use of Freeman's policies	Exceeding Meeting Could do better	
Behaviour	Exceeding Meeting Could do better	
Collective responsibility	Exceeding Meeting Could do better	
Communication	Exceeding Meeting Could do better	
Ethics and behaviour	Exceeding Meeting Could do better	
Leadership	Exceeding Meeting Could do better	
Learner	Exceeding Meeting Could do better	



Planning	Exceeding Meeting Could do better	
Use of feedback	Exceeding Meeting Could do better	

Appendix 4 - Self review – Teacher reflections (optional)

What aspects of your teaching give you the most satisfaction?
What aspects of your teaching give you the least satisfaction?
What tasks within your teaching responsibilities have you performed well and why?
What tasks within your teaching responsibilities could you perform more effectively and why?
What tasks within your additional responsibilities (e.g. Head of Department, Co-Ordinator) have you performed well and why?
Could you perform more effectively in this/these areas of responsibilities? Why?
What additional training or support could the School give you?
How do you see your career developing?

Which of your skills are not being used?
As a tutor, what aspects of the role do you find i) fulfilling ii) frustrating?
What are your strengths and weaknesses as a tutor?
Do you have any pastoral INSET requirements?
Do you have any pastoral targets? Are you happy tutoring the year group you have at the moment?

Appendix 5 - Self review – Tutor (optional)

Appendix 6 - Self review – Middle/Senior Leader (optional)

What aspects of running your team gives you the most satisfaction?
What aspects of running your team gives you the least satisfaction?
What tasks within your team responsibilities have you performed well and why?
What tasks within your team responsibilities could you perform more effectively and why?
What additional help, support or training would you like the School to give you in terms of your team responsibilities?
How do you see your career developing?
Upon which aspects of your work in the Department would you like this review to focus?