HOLTON SLEAFORD
— INDEPENDENT SCHOOL —

<u>Staff Development and CPD Policy</u>

At Holton Sleaford Independent School (HSIS) we aim to provide the best possible education for our pupils with significant SEMH needs. Equally we believe that recruiting and retaining the best available staff is vitally important to fulfil that aim. With that in mind our staff appraisal and CPD procedures seeks to ensure that HSIS can provide the best possible working environment with a conviction that happy staff leads to happy pupils.

<u>Monitoring and Facilitating Staff Development</u>

- ➤ Staff Appraisal Documents (see APPENDIX) will be produced at the start of the academic year, or within the first month of employment. They will be reviewed to reward progress at the end of every academic year. The Appraisal Document will be staff-led and agreed with either of the Head of School, other designated person or the Company Director/Proprietor.
- ➤ Termly discussions with either the Head of School or the Company Director/Proprietor, or other designated person will take place in which progress towards agreed targets will be evaluated and in which HSIS will be able to address any limiting factors or amend the respective Staff Appraisal Document accordingly. Additional targets may also be added at the behest of the staff member concerned.
- ➤ We believe targets should reflect the broad range of skills and abilities that SEMH professionals require, and should include – Personal Target, Professional Development Target and an HSIS/School Target.
- ➤ In addition to these targets staff need to meet the expectations for their job role outlined in the Teaching and Learning Policy.
- ➤ HSIS is committed to facilitating either through time, finance or both any agreed Professional Development Targets established in Staff Appraisal Documents.

<u>New staff members</u>

- ➤ At HSIS we believe that is important that when new staff start working here, they have a period time when they get the chance to shadow experienced

members of staff. This allows new staff to ask questions and enhance their own personal knowledge of how the school is run.

➢ New staff will be given a Staff Handbook and Induction check list informing them of all the information they need to know about starting at HSIS.

New Staff Members Essential Training

➢ Health and Safety - Complete training in a timely manner, read the HSIS Health and Safety Policy and then apply the principles from both in your daily duties. For further information see the HSIS Health and Safety Policy.

➢ Safeguarding - Complete training in a timely manner, read the HSIS Safeguarding Policy and then apply the principles from both in your daily duties. For further information see the HSIS Safeguarding Policy.

➢ First Aid - All HSIS staff are trained first aiders, as such you will be put on First Aid training within 3 months of starting at HSIS. Please read the HSIS First Aid Policy to understand your roles and responsibilities.

➢ Fire Safety – Complete training in a timely manner, familiarise yourself with HSIS' Fire Risk Assessment and Emergency Evacuation Procedure.

➢ TeamTeach – Complete TeamTeach physical management and de-escalation training, read the associated HSIS policies including – Behaviour, Physical Interventions and Exclusions. You will be expected to apply the principles from all of these in your daily duties.

Ongoing Professional Development

HSIS has made a commitment to growing its own staff wherever possible. To that end continuing professional development plays a vital in upskilling our staff members to meet the various and challenging needs of our pupils.

Training Stream	SLT	Delivery	Support	Intervention	Office	Premises
Essential Areas	As other staff + DSL	Safeguarding, Health & Safety, First Aid, TeamTeach, Fire Safety, Review all Key Policies				
Specialism	Courses required to carry out the job role effectively, e.g. NASENCO for SENDCo, GDPR for Office staff, Verifier courses for DofE/BTECs, Lowland Leader for Outdoor Ed.					
Teaching and Learning	Mentoring and Coaching of Subject Leads and Support	Induction process, followed by regular planned time for TAs with both Support Staff Managers and Subject Leads.

Working within the framework outlined by Teaching and Learning Policy | | | | |

	Staff Managers		■■■■■■
SEND	A bespoke package of outside speakers/online learning and in-house training to cement strengths in SEMH and address areas of specific additional 'learning needs' for our pupils.		
Specific Personal Development	Beyond specialism courses are any PD course required for the improvement of existing role or one that a staff member has targeted for their future development. E.g. gaining QTS would then need registration on the ECT programme or OE staff may wish to train in PaddleSport etc…		

Programmes of Study

Each staffing area has a CPD programme of study to follow as a default, which can then be tailored to both the needs of the individual staff member and the school as a whole. Each programme of study will include the five training streams identified in the table above, the template versions will then become personalised as people may move across areas and perhaps have different career goals. These staff programmes of study will remain live documents and adjust accordingly to the changing needs of staff and the school

Templates are stored on HSIS SharePoint in the 'Staff Development' folder. These can also be found in the Appendix of this Policy.

Line management structure – This can be found in the staff handbook.

Written by…	Daniel Laughton	15/11/25
Approved by…	Mike Whatton	15/11/25
Signed…		
Date sent to Governors		**Due for Review**
Date approved by Governors		14/11/26

APPENDIX A

HOLTON SLEAFORD
— INDEPENDENT SCHOOL —

Appraisal

Name:	Reviewers:
Job Title:	
Date of Review:	Period of Review:

Initial Target Meeting	Date:__/__/__
Personal Objectives	

Tasks	Time Scale
CPD Requirements	

Professional Objectives	
Tasks	Time Scale
CPD Requirements	

Whole School Objectives	
Tasks	Time Scale
CPD Requirements	

Signed:	Signed:

Post Holder	Reviewers

Review Meetings

Review Meeting 1 - Date:__/__/__	Review Meeting 2 – Date:__/__/__

	Personal Objectives	
Meeting	**Tasks**	**Time Scale**
1		
2		
Meeting	**CPD Requirements**	
1		
2		

	Professional Objectives	
Meeting	**Tasks**	**Time Scale**
1		
2		
Meeting	**CPD Requirements**	
1		
2		

	Whole School Objectives	
Meeting	**Tasks**	**Time Scale**
1		
2		
Meeting	**CPD Requirements**	
1		
2		

Signed:	**Signed:**
Post Holder – Review Meeting 1	Reviewers – Review Meeting 1
Signed:	**Signed:**

Post Holder – Review Meeting 2	Reviewers – Review Meeting 2

APPENDIX B

Continuing Professional Development -Flowchart

Timeline	Apprentice Teaching Assistant (ATA)	Teaching Assistant (TA)	Instructor (NQT)	Early Career Teacher (ECT)	Qualified Teacher (QTS)	Additional Responsibility (AR)
First Day	• Health & Safety essentials • Fire and Evacuation procedures • Read all policies including KCSIE Part 1			• Enrolment on Early Career's Framework to begin. • Timetable to be determined subject to discussions between awarding body and head of school's recommendation.		• Special training may be required based on the role's specific needs
3 months	• Basic Team Teach training • First Aid in the Workplace • Fire Safety in Schools • Level 2 in Safeguarding and Child Protection • Health & Safety • Special training may be required dependent on bespoke student needs					
6 months	• Advanced Team Teach training to be booked at the first opportunity • Probation period performance review • Special training may be required dependent on subject-specific requirements					
12 months			• Performance review to determine whether the NQT will attend a university course to begin journey towards QTS.			

24 months	• Apprenticeship course to be completed. Performance review to determine whether the staff member will be employed as a TA.		• Performance review to determine whether the NQT will attend a university course to begin journey towards QTS. • Review of staff experience to plan for the staff member to complete any necessary time in a different school for their proposed QTS pursuit.	Complete Early Career's Framework (ECF) and sign off Induction Period.		
Misc.		• Performance review to determine whether the staff member will be considered for a NQT position or given AR.	• Upon completion of their degree, staff member to apply for 'Assessment Route Only to QTS'. This will take 12 weeks.		• Performance review to determine whether the staff member will be considered for AR.	