



STAFF TRAINING AND PERSONAL DEVELOPMENT POLICY

Reviewed on: May 2024

Next Review date: May 2025

Chief executive/ Responsible Officer: Z Lieber

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Policy Statement

The approach to staff development is based upon respecting and valuing all staff members and the contribution they make to the after school club. It aims to provide support and encouragement at all times, to enable staff to cope with the challenges of innovation and change.

Our after school club is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff are required to have a full Criminal Records Bureau (CRB /DBS) check before appointment is confirmed. Safeguarding is part of all staff induction and an inherent part of ongoing staff training and development. Full after school club safeguarding training takes place every three years with regular procedural updates to all staff.

Aims

Our after school club will provide an environment where all staff feel that both their professional and personal needs are taken into account and that they are valued. A sense of common purpose will be created that will benefit all staff members, working towards maximum pupil and professional achievement.

Approach

Our approach to the development of staff will give appropriate recognition and praise for achievements and hard work. Through working together and sharing common targets and priorities, staff are encouraged to show appreciation of each other's skills and abilities. All staff working with others will employ an attitude and approach that is responsible and entirely professional. Such work will build on strengths, rather than dwell on weaknesses, thus developing confidence and self-esteem. Essentially, our approach is based upon mutual respect, consideration for others and appropriate confidentiality.

Our staff development plan will relate to our after school club development plan. Consultation is seen as a key element. The main forums for consultation are through:

- Working with other agencies (other EYFS and after school club settings)
- The senior leadership
- Line management meetings
- Performance management target setting
- Informal discussion

Regular evaluation and review are central features of our approach, where staff are encouraged to become reflective practitioners. All staff should consider ways by which learning and teaching can be improved, maintaining the after school club's ethos and working towards the after school club's policy of improvement. This is achieved by a variety of strategies:

- Performance management reviews
- Internal training and courses
- External training and courses
- Whole after school club in-service education and training (INSET) activities

- Induction
- Adherence to the principles of the Investors in People (IIP) initiative, as follows:



Responsibilities

It is the responsibility of the head, to ensure that the staff development activities outlined above are successfully implemented and to ensure that their team members are offered opportunities and experiences to develop their professional expertise. All staff must be proactive, supportive and sensitive. As a matter of course, our after school club sees no distinction between teaching and support staff. All employees of the after school club are seen unequivocally as colleagues and have an absolute and equal right to all aspects of staff development.

Monitoring, Review and Evaluation

It is crucial that this policy is kept active, thus it is essential that the staff development policy is monitored, reviewed and evaluated regularly. Reviews of staff development activities will feature on agendas for all team meetings. Evaluation may take the form of review meetings, questionnaires, self-assessment activities as well as evidence gathered over an agreed monitoring period.

Consideration is also given to the effect of staff development policy on pupils within the classroom so that the after school club's improvement can be measured as a whole. A working model of monitoring, review and evaluation would be:

- Review of staff development activities
- Review of staff development activities for support staff
- Review of staff development activities - teaching
- The Chair updates the Governing Body on staff development activities.

This model then assures accountability through: Governing Body → Senior Leadership Team → Individual colleagues

Resolution Of Difficulties

It is hoped that the stated staff development aims of respecting colleagues' professional and personal needs will obviate most difficulties. However, in the event of difficulty the following resolution model will be adopted:

Individual difficulties will be discussed with team leaders. If resolution is not imminent, concerns will then be discussed with the head, who will discuss the issue(s) with the governors, who if necessary will seek further guidance.

Staff Development Plan

New Employees

All new employees will undergo a after school club induction plan to include the following topics.

- Safeguarding Children and Child Protection (SafeR Recruitment is to be handled by appointed staff)
- Preventing and Tackling Bullying and Behaviour
- Physical Handling of Pupils
- Health and Safety, and First Aid
- Fire and Emergency Evacuation Procedures
- Terms & Conditions of Employment
- Job & Place of work details

Ongoing early years staff development training

Core Training

- Paediatric First Aid (Every three years)
- Emergency First Aid at Work (Every three years)
- Refresher Safeguarding and Child Protection (Every two years)
- SEN Code of Practice
- Food hygiene (Every three years)
- Health and Safety in the Workplace (Every three years)
- Fire Safety Awareness (Every three years)
- Safe recruitment (Nursery Manager)

Further Training for Early years staff

- Child development matters (7 areas of learning)
- Understanding and planning for children 2 years old

- Observations, assessment and planning for under 5s
- Starting point
- Quality of teaching
- Lesson planning
- Targets
- Improving outcomes
- Action plans
- Identifying children with Special Educational Needs and Disabilities (SEND)
- Supporting children with language and communication difficulties
- Working in partnership with parents
- Actively promoting British Values
- Free play and circle time (indoor and outdoor)
- To enhance understanding of appropriate environment and resources
- Communication skills

Ongoing Staff Development Training

- Quality of teaching
 - Lessons planning
 - Differentiation
 - Use of resources in lessons
 - Assessments
 - Targets
 - Monitoring students' progress
 - Action plans
- Behaviour of pupils
- Achievements of pupils
- Communication skills
- Special Educational Needs and Disabilities (SEND)