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# Queen Elizabeth's School

## STAFF TRAINING & DEVELOPMENT POLICY

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### 1. Aims

At Queen Elizabeth's School there is a commitment to providing and facilitating quality induction, teacher training and ongoing professional development, in order that all staff are equipped and supported to deliver the best possible outcomes for the boys and for the School as a corporate organisation.

In order to maintain and further develop the School's educational offer and, in particular, ensure that teaching and learning provision is outstanding, the School needs to be able to recruit, train and retain the very best staff.

The School's programme of staff training and development aims to identify and develop talented new staff, inculcate the School's values and educational ethos, embed its policies and procedures, share and incorporate best practice, and promote continuous professional development.

### 2. New staff induction

The School ensures that there is an accessible and comprehensive induction programme for all new staff joining the School.

- i. A new staff induction day is held in July each year – for those staff joining at the start of the academic year – with a programme including: an overview from the Headmaster; discussions about teaching at QE, staff issues, pastoral care and behaviour management; details of the School's student progression and support procedures; and introduction to School administrative systems. Teaching staff are also inducted into their departments by the relevant Head of Subject, where they are introduced to the requisite schemes of work and teaching resources.
- ii. There is an ongoing induction programme, scheduled throughout each academic year, to cover in more depth: teaching, learning and assessment; pastoral care; home-school communications; the Sixth Form; professional issues; and school systems.
- iii. There is a Staff Handbook provided to all new members of staff, detailing important guidance about the School's policies, practices and expectations, as well as introducing staff to the QE lexicon. This is a document that all staff retain access to throughout their time at the School and which is kept updated on a regular basis.
- iv. In addition to the annual performance review and associated observation, there is an early observation for all new teaching staff conducted by an external consultant to ensure they have settled in effectively.

### 3. Initial teacher training programmes

The School offers a wide programme of initial teacher training. This not only contributes to the preparation of a new generation of teachers, but has direct positive impact for the School by aiding recruitment, allowing existing staff acting as mentors to reflect on their own practice, and enabling the boys to benefit from the new ideas, research and resources coming into the School from universities.

The School currently supports a number of different routes into teaching:

- PGCE teachers

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- Schools Direct (salaried and unsalaried programmes)
- Assessment Only route
- NQT induction with National Induction Panel for Teachers (NIPT)

In addition to the induction programme provided to all new members of staff, those embarking upon initial teacher training are further supported by a range of measures, including:

- i. Teaching and learning workshops where experienced QE staff share good ideas linked to matters such as planning stretching lessons, differentiation to support and extend, group work and assessment for learning in action. Each workshop sets follow up tasks for trainee teachers to undertake – these are reviewed at an evaluation session.
- ii. Subject-specific mentoring through weekly mentor meetings with a subject specialist.
- iii. Regular lesson observation and feedback, according to course training requirements (e.g. weekly for SD and PGCE, half termly for NQT).
- iv. Funded staff attendance at the Prince's Teaching Institute New Teacher Subject Days (six Saturday training sessions aimed at developing subject knowledge for teaching in specific subject areas).

Training is supported by the School's Professional Mentor for all PGCE and Schools Direct participants. Subject mentors will be guided by both the Professional Mentor and through training provided by the relevant university.

#### **4. Provision for Newly Qualified Teachers**

Newly Qualified Teachers are supported in their development throughout the year to ensure that they are able to continue to build experience and knowledge. Provision, including the mentoring structure, is based upon NIPT programmes.

- i. The School's Induction Co-ordinator (Deputy Head Academic) oversees and monitors the programme and introduces NQTs to both the NIPT and school-specific provision.
- ii. NQTs are given a teaching timetable reduction of 10%, to provide time for additional development activities.
- iii. Development activities focus on areas such as enhanced subject knowledge, peer observations, and pedagogical research.
- iv. The NIPT programme provides the structure for mentoring over the year, beginning with the setting of annual development objectives (arising from career entry profile), and continuing via weekly mentor meetings (reviewing teaching, learning and assessment), half termly progress meetings and assessment point meetings (at the end of each term before three assessment reports are submitted). Assessment reports are all reviewed and signed-off by the Induction Co-ordinator and the Headmaster.
- v. Paired observations and training exercises are undertaken to support mentors in their roles.

#### **5. Opportunities for further study**

The School is supportive of staff who wish to undertake further study, for example to gain a Masters of Education (MEd). This is most commonly completed over two to three years via distance learning and often with the university or institution with which the individual member of staff completed their teacher training.

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Opportunities for professional training also exist to help members of staff further their skills and prepare for positions of leadership.

The School also supports staff attending training courses offered by external providers and exam boards. Such training, including to become examiners, feeds into good teaching practice at GCSE and A-level.

### **6. Annual staff training**

There is a regular programme of staff training conducted over the course of each academic year, refreshing best practice and exploring emerging themes in terms of teaching and learning, safeguarding and pupil wellbeing.

- i. All staff must annually complete safeguarding training and an associated assessment (typically online) to ensure that knowledge is up to date and embedded across the breadth of the School's operations.
- ii. There are similar mandatory training courses for matters to do with health and safety, as well as data protection.
- iii. There is also medical training, such as practical refresher training in relation to the administering of an adrenaline auto-injector to a person suffering anaphylactic shock. This is completed by all staff at one of the three designated staff training days. First aiders complete more extensive training in line with requirements.
- iv. There are a minimum of three designated staff training days scheduled across the academic year, covering the three themes of: pastoral care; teaching and learning; and departmental development. Agendas are planned by the relevant senior staff and typically combine contributions from external expert speakers with collaborative work within academic departments or pastoral sections.
- v. Staff training programmes are linked to the School's development priorities.

### **7. Professional Development for experienced staff**

In helping to maximise the effectiveness and impact of staff, over a sustained period of time, professional development for established and experienced staff is very valuable to the School, as well as for the individual.

- i. The School's performance management process is focussed upon staff development, with individuals having direct input into their objectives. This process helps identify where members of staff could benefit from further professional development or new leadership responsibilities. These and other objectives are monitored and discussed as part of the appraisal process, with support structures in place for any staff who are struggling with an aspect of their role.
- ii. Specific induction programmes are organised for new staff in promoted positions, for example the Head of Subject induction programme which introduces them to key people and processes they may encounter as a subject leader at the School.
- iii. Opportunities for expanding experience exist internally through School-wide initiatives linked to the Learning Development Group and via the academic and extra-curricular enrichment teams.
- iv. Through our membership of school networks such as BASS (Boys Academically Selective Schools) and a local Teaching School Alliance, we encourage staff to visit

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and learn from good practice at other schools, and to develop supportive working relationships with those in similar roles in similar school settings.

- v. Experienced staff are encouraged to contribute to staff training programmes for example via the University of Hertfordshire Schools Direct 'Subject Knowledge for Teaching' programme, where several Heads of Subject have devised and run these sessions for trainees in their subject area. In addition, several have acted as mentors for the Prince's Teaching Institute 'Schools Programme' – helping Heads of Subject in other schools set development objectives for their departments.

These involvements, including where staff help to deliver external training programmes, contribute to the development of the School's own staff, as well as help identify potential candidates for recruitment. A demonstrable commitment to ongoing professional development assists the School to attract and retain experienced staff, as well as those entering via initial training schemes.

### **8. Support Staff**

Support staff play a crucial function in enabling the School to operate efficiently and effectively. The School is committed to ensuring that support staff are fully equipped to perform their roles and are able to access relevant training and professional development.

Support staff benefit from many of the induction arrangements set out in Section 2 of this policy, apart from those aspects designed specifically for teaching staff. Support staff will, though, be encouraged and financed to attend external job-specific training, to further their knowledge and skills.

Support staff engaged in particular activities will receive enhanced training, for example in relation to data protection.

Approved by the Governing Body on 14 June 2018

Signed .....

B.R. Martin, Chairman of the Governing Body