



*The*  
**COUNTY**  
**HIGH SCHOOL**  
*Leftwich*

Achieving Excellence

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**Document Control Sheet**

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## Staff Development

1. Staff Development Aims
  - 1.1. to prepare staff to enable the school to deliver to every child the best possible curriculum;
  - 1.2. to prepare staff to employ the most appropriate ways of providing and managing children's learning;
  - 1.3. to prepare staff to work effectively with students, colleagues, governors, parents and, where relevant, other members of the public;
  - 1.4. to enhance the potential and professional development of each member of staff in accordance with the school aim of furthering the potential of all members of the school;
  - 1.5. to integrate Early Career Teachers and newly appointed experienced teachers as quickly as possible.
  
2. Staff Development needs will be identified through:
  - 2.1. the School Improvement Plan;
  - 2.2. Learning Leaders;
  - 2.3. the Performance Management review including the Teachers' Appraisal Process;
  - 2.4. direct discussion with the Headteacher and SLT.
  
3. The County High School, Leftwich believes that fulfilled staff make effective teachers, administrators, and managers. It is recognised, however, that limited resources may require priorities to be established.
  - 3.1. In such cases, the criteria to be used are ultimately derived from the aims and vision of the school which are embodied in:
    - 3.1.1. (a) The priorities, directions and emphases enunciated in the School Improvement Plan, which will have taken into account national and local priorities
    - 3.1.2. (b) The targets identified to meet professional/career development needs through the Appraisal Process
  - 3.2. Since criterion (a) should normally take priority over (b), routes to support professional development arising from point 2 may need to be considered in the light of available resources.

4. To provide such Continuing Professional Development (CPD) The County High School, Leftwich will draw on:
  - 4.1. 'in house' experience and expertise which is research-informed;
  - 4.2. the knowledge and skills of colleagues in other schools with which we have established collaborative working relationships;
  - 4.3. Nationally designed courses and appropriate providers;
  - 4.4. Use of instructional coaching techniques for personalised developmental targets
5. Teacher Learning Communities (TLCs) are the chosen method for delivering CPD for teaching staff. A programme to further embed 'effective delivery' is planned by the Assistant Headteacher. Cross curricular groups of staff meet regularly throughout the year to discuss research-informed pedagogy. Sessions are led by staff in a particular area of expertise and TLC groups are given the opportunity to discuss and plan opportunities to embed new strategies
6. TLC chairs are responsible for chairing the group discussions following initial presentations of the research informed practice.
7. Staff can carry out informal 'drop-ins' (by prior arrangement) to observe other members of staff in school, using the staff guides spreadsheet, to observe good practice and help them to further develop their own pedagogy and lesson strategies.
8. Instructional Coaching will be investigated as a potential way to focus on individual areas for development and personalised CPD. A designated platform for instructional coaching, Steplab, will be used to support.
9. A Subject CPD programme for teaching staff further embeds 'curriculum design' and 'effective delivery' so that students are engaged, challenged and successful. Subject Leaders resource and create on-going Subject TLC CPD Programmes in line with School priorities and curriculum rationale, providing opportunities for all staff to contribute.
10. The school will undertake to organise an Induction programme for both Early Career Teachers and newly appointed experienced staff.
11. Staff should have a suitable environment, and research materials for CPD. Relevant literature is available through the staff library.
12. Early Career Teachers will receive an extra 5% PPA in their second year so that they can continue with their professional development.