



**The Sunflower Federation**

# **Professional Development Policy including ECT plan**

**FGB 23.5.2022**

(Due to be reviewed 2024)

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## Table of Contents

Introduction

Rationale

Aims and Objectives

Induction

Continuing Professional Development (CPD)

Equal Opportunities

Continuity and Progression

Resourcing

Reporting

References

Appendix 1 Induction for LSAs

Appendix 2 Induction for Teachers

Appendix 3 CPD Identified Need Training Form



## Introduction

In 2016 the Department for Education published guidance on professional development for teachers which states that –

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.

(DFE, *Standard for teachers' professional development*, 2016)

The Sunflower Federation is fully committed to applying these standards to the professional development of our teachers and extends this to include **all** school staff and governors. We believe that all those who work in our schools are entitled to high quality induction and continuing support and development which addresses their needs and aspirations and which in turn benefits the students in our schools.

## Rationale

It is our principle intention to use staff professional development opportunities to improve the quality of teaching and learning, and to enhance the smooth running of the school in a way that promotes its educational purpose through:

- Effective identification of professional development needs across the federation
- Ensuring that training opportunities matches the needs, abilities and aspirations of individual staff members
- Ensuring that all professional development is evaluated to determine its effectiveness
- Enabling the sharing of good practice developed as a result of training
- Making sure that this practice is embedded and reinforced through further training opportunities

**Induction** is the initial step in the professional development of all new staff who join the Sunflower Federation.

Alongside, and continuing on from this induction programme, all staff undertake an ongoing programme of **Continuing Professional Development** to improve their skills and knowledge.



## Aims and Objectives

Our aims are:

- To create a whole school ethos of life-long learning for both pupils and staff.
- To contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents and the wider community
- To provide a training strategy and programme which helps to prepare and equip staff to do their job
- To provide specific and effective induction for all staff new to the school, or those who change roles within the school
- To contribute to job satisfaction, personal achievement, and individual and team effort, thus providing for effective work at the school
- To support a long term interest in the development of teaching and learning and provide opportunities to refresh and update teaching ideas
- To provide opportunities to share experiences in order to widen the skills of all staff
- To provide opportunities to exchange ideas and collaborate with other schools
- To support the search for improvements in equipment and resources that can enhance learning, or new ways of using existing resources
- To provide training opportunities that will help us to better meet the needs of individuals and specific groups of students
- To review regularly and systematically the development needs for all staff
- To ensure that the budget available for staff development is used appropriately and relevantly and represents good value

## Induction

The Induction Programme forms an integral part of the Sunflower Federation staff development programme as it enables staff new to the school to learn about its organisation, structure and values. It provides an opportunity for them to meet regularly with an appropriate member of staff to discuss their work with the intention of developing their skills, knowledge and abilities. As well as new staff, this applies to staff who undergo a major change in role within the school.

“The process of induction, and any system underpinning it, should ensure that newcomers to a position in an organisation are given the necessary support and guidance to enable them to carry out their duties in an effective manner, whilst also providing a base or foundation for their future development.” (Earley and Kinder, 1994)



## **Induction for All New Staff**

All induction training will -

- provide a welcome and sense of value within the school community
- equip new staff with the expertise, knowledge and confidence to support high quality education
- provide information about the school
- promote the professional development of staff in the school

All new staff will be signposted to school policies and the school's staff handbook and be expected to develop their understanding of them.

All new staff will have a review of their induction after three months and six months, with their line manager. Following the induction period staff will enter the appraisal programme for the school.

## **Induction for Premises and Admin staff**

New premises and admin staff will have a line manager who will discuss their job description with them.

They will complete an induction programme which will include essential training, such as safeguarding.

Where appropriate they will attend induction training which is specific to their role. (E.g. Admin staff- ARBOR, Site Manager - Pool Plant training etc.).

The need for this training will take into account their previous training, knowledge and experience.

## **Induction for New LSAs and LLSAs**

For New Learning Support Assistants (LSA) and Lunchtime Learning Support Assistants (LLSA) the Induction Programme will also-

- provide training on curriculum and assessment
- provide training on teaching and learning
- encourage staff to work as reflective practitioners, seeking ways to improve their teaching and pupils' learning
- encourage dialogue between professionals – school nurse, therapists
- provide training in special needs – eg. ASD, VI, PNI, Makaton
- provide training in Moving and Handling
- provide Hertfordshire Steps training for the therapeutic support of behaviour
- provide training in the administering of personal care
- provide training in the specific medical needs of students e.g. epilepsy, anaphylaxis

(see Appendix 1)

## **Induction for New teachers**

(see appendix 2)

All new teachers will be allocated a teacher mentor. An induction programme will be provided in line with identified training and support needs for that staff member.

## **Early Career Teacher**

For Early Career Teachers the Federation and the Local Authority work together to provide a programme of support, monitoring and assessment. Our aim is to ensure that teachers new to



the professional have the best start in their careers and are supported in effective practice. All ECTs are expected to engage in the programme which is delivered at a whole school level as well as at an individual ECT level.

Each ECT is assigned a teacher mentor. The teacher mentor is responsible for the day to day management of the induction of the ECT and will have timetabled meetings. ECTs will receive feedback on their strengths and areas for development. All Early Career Teachers are observed teaching during their statutory induction period. This is undertaken by a senior member of staff or an experienced teacher. Three formal assessments will be undertaken during the ECT induction period. These will be documented on forms that are sent to the Local Authority and must be signed by the ECT, Induction tutor and Headteacher.

Each ECT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

Each ECT is expected to maintain a professional record of their induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Early Career Teachers who are not meeting the induction standards or making satisfactory progress towards them will be supported with the teacher mentor and deputy head through a detailed action plan. The Federation will increase the support necessary to implement the action plan within the available resources. As appropriate the LEA will be involved to ensure the action plan can be implemented.

### **School Direct Trainees**

For school direct trainees, The University of Hertfordshire provides a programme of induction, training, support, monitoring and assessment. Each trainee is provided with a teacher mentor and a professional mentor. The teacher mentor is responsible for the day-to-day management of the trainee and will have timetabled meetings. The teacher mentor receives guidance and training in their role from The University of Hertfordshire.

### **Induction of New Headteachers**

The governing body will encourage and expect a new Headteacher to engage fully with the LA's induction programme for new Headteachers. In the case of Headteachers taking up their first headship, the governing body will encourage them to enrol on the national and/or local induction programmes and to take up their entitlement to a professional partner, an accredited serving Headteacher in another, who fulfils the role of mentor to the new Headteacher. The governing body will expect and encourage a new Headteacher to take the time required to meet with their professional partner, or other Headteacher mentor, in order to access professional advice and support for their new leadership role.

### **Induction of New Governors**

All new Governors at our school will be expected to visit the school/s prior becoming a governor. They will be given a guided tour of the school by the Headteacher and be expected to familiarise themselves with the school and its key policies. Those new to school governance will be expected to attend the induction programme for new governors organised by the LA.



## Continuing Professional Development (CPD)

The Sunflower Federation will provide all staff with opportunities for staff development through the efficient use of school resources and with regard to the training needs outlined below. Allocation of training opportunities will also take into consideration a staff member's previous training and experience and the students they support.

This will include –

- Statutory training such as First Aid, Paediatric First Aid, Pool Life Guard, Moving and Handling, Safeguarding, Herts Steps
- Emergency response and procedure competencies e.g. Epilepsy, Anaphylaxis, gastro feeding
- The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the School Improvement Plan (SIP)
- The needs of the school as identified through OFSTED and other monitoring reviews
- Specific SEN training considered essential to meeting the needs of specific groups of students with in the Federation (e.g. ASD, MOVE, Elkan, PNI)
- Training related to individual student needs e.g. attachment training
- Outcomes from appraisal meetings that serve to identify the training and appraisal needs for all staff
- Subject based training e.g. literacy, maths
- National and local priorities, new initiatives in education e.g. national curriculum strategies, Herts Steps
- Individual staff aspirations e.g. gaining qualifications, career path development including retirement
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including governors, students and parents

### Delivery of CPD

Staff development within the Federation will be delivered through a wide variety of methods and teaching styles. These will include -

- Regular in-school training; both during school sessions or on INSET days, and in teacher and staff meetings
- Learning from the expertise available within the school and wider federation e.g. sharing good practice, classroom observations, STEPS, MOVE training
- Opportunities to learn from an external provider brought in to train staff onsite



- Opportunities to attend courses offsite
- Learning from colleagues with specific interests and skills
- Classroom observation and feedback
- Professional networks with other special schools - including sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Links with mainstream schools and colleges to develop inclusive practices
- Opportunities to participate in accredited learning
- Opportunities to access online and distance learning
- Practical experience e.g. involvement in local and national networks e.g. Abbots Langley/Bushey community groups
- Partnerships e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, research, observation, special project working groups.
- International schools – opportunities to work with colleagues from special schools around the world
- Creating an improving learning environment within the school
- Links with other professional establishments, working parties, curriculum development projects, coaching and research.

## **Equal Opportunities**

Careful monitoring of training ensures that there is equality of opportunity in terms of equal access for ALL Staff. Staff may be addressed individually where necessary and appropriate.

## **Continuity and Progression**

Through effective induction and ongoing CPD we aim to create and sustain a professional learning culture within the federation.

Staff are required to provide the school with feedback which enables the evaluation of the effectiveness of staff development opportunities.

Staff are also required to assess the impact of their professional development during their staff appraisal. From this discussion training needs can be identified and recorded (see Appendix 3) and then matched with future training opportunities.

Informal opportunities also exist for staff to discuss their training needs with the senior leadership team.

## **Resourcing**



The funding available for staff development is provided as part of each school's budget. Funding for some courses is available by applying for externally available funds. The federation will apply for any financial assistance it is aware of to enable staff development opportunities. Training requests will be considered on the criteria that they meet the school's aims and identified needs within budget constraints.

## Reporting

A record of each staff member's participation in training will be recorded on ARBOR. This allows for easy access to individual staff records and also ensure that specific training is up to date within any particular area.

The impact of professional development is reported to the governing body on an annual basis. Parents are kept informed via the annual report to parents by Governors.

Visits from OFSTED and other education partners provide opportunity for monitoring this policy in action.

## References

Department for Education (2016) 'Standards for teachers' professional development'.  
Cordingley, P. and Higgins, S. and Greany, T. and Buckler, N. and Coles-Jordan, D. and Crisp, B. and Saunders, L. and Coe, R. (2015) 'Developing great teaching: lessons from the international reviews into effective professional development.', Project Report. Teacher Development Trust, London.

Kools, M. and Stoll L. (2016), 'What Makes a School a Learning Organisation?', OECD Education Working Papers, No. 137, OECD Publishing, Paris.

Earley, P. and Kinder, K (1994) 'Initiation Rites: Effective Induction Practises for New Teachers.'  
National Foundation for Education Research .



## APPENDIX 1

### INDUCTION PLAN FOR LEARNING SUPPORT ASSISTANTS and LUNCHTIME LEARNING SUPPORT ASSISTANTS

#### Day 1 and Day 2

NAME:

START DATE:

Area	Content	Delivered by	Proposed timescale	Complete Sign
<b>Introduction meeting</b>	Values, vision, core purpose Type of schools Federation Tour around the building (entry code, staff toilet, staff room) Leadership structure Teaching structure Core Policies (T&L) Confidentiality Code of conduct (telephones, language, dress code) Internal alarms and related practice Staff meetings INSET Term dates Infection control Shared drives ICT	HT DH	Day 1	
<b>HR</b>	Working hours Insurance Benefits Leave of absence Probationary period Core policies (HR) Reporting Illness Data protection Lunches, coffee breaks School t-shirts Logins	HR	Day 1	
<b>Safeguarding</b>	Safeguarding practice CPOMS Accident book Online safety a. Safeguarding Training b. WRAP training	DH and online training	Day 1  a. Immediately b. Within a year	
<b>Class overview</b>	Observations in class; Behaviour management Targets and assessment LSA support  Discussion with class teacher/primary need lead eg ASD lead PMLD lead SLD lead PNI lead MSI lead	Lead	Day 2	



## INDUCTION PLAN FOR LEARNING SUPPORT ASSISTANTS AND LLSA'S

### Remainder of probationary period

Area	Content	Delivered by	Timescale	Complete Sign
<b>Class practice</b>	Student information including pen portraits, moving and handling plans, risk assessments, behaviour plans, PCP etc. Team meetings Class routines Team members and external colleagues, volunteers Timetables Out of school activities Responsibilities Roles Communication Lunch time practice Curriculum and assessment	Class teacher or H4	1 <sup>st</sup> month	
<b>Teaching and learning</b>	Curriculum Daily plans Planning CAT sheets Assessment / SOLAR Observation / Build a profile	DH or PL	1 <sup>st</sup> month	
<b>Further Training</b>	Statutory <ul style="list-style-type: none"> <li>- <b>Moving and Handling</b></li> <li>-</li> </ul> Other <ul style="list-style-type: none"> <li>- <b>Herts Step</b></li> <li>- <b>Makaton</b></li> <li>- <b>Gastro</b></li> <li>- <b>Epilepsy</b></li> <li>- 1<sup>st</sup> Aid (if needed)</li> <li>- Pool side (if needed)</li> <li>- Mini bus driver (if needed)</li> </ul> Internal <ul style="list-style-type: none"> <li>- ASD</li> <li>- Behaviour</li> <li>- PNI</li> <li>- MOVE</li> </ul>	MH trainers  HS trainers M trainer School nurse School nurse  Lead Lead Lead Tracey Baxter	Remainder of probation period	
<b>NHS provision</b>	Meet the NHS professionals and find out about their role and interventions with your students	Nurse OT Physio SALT	6 months	
<b>CPD</b>	<b>a. Individual learning</b> Reading materials <ul style="list-style-type: none"> <li>- ASD handbook</li> <li>- VI handbook</li> <li>- EYFS handbook</li> </ul> Web resources <ul style="list-style-type: none"> <li>- PD net</li> <li>- AFLinSLD.org</li> </ul>		6 months	



	<ul style="list-style-type: none"><li>- Breakspeare website</li><li>- Meadow Wood website</li></ul>			
<b>CPD</b>	<b>b. Bespoke training as needed</b> <ul style="list-style-type: none"><li>- PNI</li><li>- ASD</li><li>- Step UP</li><li>- Medical as necessary</li><li>- VI</li><li>- ICT</li></ul>	Leads	6 months	

**Your Buddy is** \_\_\_\_\_.

You will agree when you will have a weekly 10-15 min together.

She/ he is

- able to sign post you to find information you need
- available for your questions and to support you
- advice you with the practise in your class



## APPENDIX 2

### INDUCTION PLAN FOR TEACHERS

NAME:

START DATE:

#### A. ORIENTATION

Area	Content	Delivered by	Proposed timescale	Complete Sign
<b>Introduction PART 1</b>	Values, vision, core purpose R Type of schools Federation <i>Tour around the building            (entry code, staff toilet, staff room) TBC</i> Leadership structure Staffing structure Teaching structure Work with the parents Core Policies (T&L) R Confidentiality R Code of conduct (telephones, language, dress code) R Internal alarms and related practice Staff meetings INSET Term dates R Infection control Shared drives ICT Working hours Reporting Illness and other leaves Lunches, coffee breaks Logins Safeguarding Health and safety	HT Merja  DH	ASAP Partially before their contract starts	
<b>HR PART 2</b>	Insurance Benefits Leave of absence / form Reporting Illness / form Probationary period Core policies (HR) Data protection School t-shirts	Deputy office manger Claire	August / September	
<b>Safeguarding PART 3</b>	Safeguarding practice Record of concerns / CPOMS E-safety Level 2 SG training (statutory) WRAP training	DH / HT  Course Course	August/September As above As above 1 <sup>st</sup> or 2 <sup>nd</sup> term Within a year	
<b>Training PART 4</b>	Statutory - <b>Moving and Handling</b> - <b>Herts Step</b> Other - <b>Gastro</b> - <b>Epilepsy</b> - 1 <sup>st</sup> Aid - Pool side - Mini bus / Galaxy driver	MH trainers HS trainers  School nurse School nurse Course Course Test	1 <sup>st</sup> term   1 <sup>st</sup> term As appropriate As appropriate As appropriate	



<b>NHS provision PART 5</b>	Meet the NHS professionals and find out about their role and interventions with your students	Nurse OT Physio SALT	September / October	
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## B. CLASS PRACTICE AND THE STUDENTS

Area	Content	Delivered by	Timescale	Complete Sign
<b>Class practice Student info PART 1</b>	<p>Student information including pen portraits, moving and handling plans, risk assessments, behaviour plans, PCP etc.</p> <p>Team members and external colleagues, volunteers</p> <p>Team meetings</p> <p>Class routines</p> <p><b>Timetables</b></p> <p><b>Curriculum overview</b></p> <p>Out of school activities</p> <p>Responsibilities: EHCP reports, trip risk assessments</p> <p>Roles in a team</p> <p>Communication</p> <p>Lunch time practice</p> <p>Navigation in the drives</p> <p>Resources</p> <p>Home school diary</p>	Phase leader Previous teacher	June / July / September	
<b>Teaching and learning PART 2</b>	<p>Curriculum</p> <p>Curriculum and assessment</p> <p>Medium term plans, daily plans</p> <p>Planning</p> <p>CAT sheets</p> <p>Assessment / SOLAR</p> <p>Observation / Build a profile</p>	DH and/or PL	September	
<b>CPD PART 3</b>	<p><b>c. Individual learning</b></p> <p>Reading materials</p> <ul style="list-style-type: none"> <li>- ASD handbook</li> <li>- VI handbook</li> <li>- EYFS handbook</li> </ul> <p>In-house training resources</p> <p>Web resources</p> <ul style="list-style-type: none"> <li>- PD net</li> <li>- AFLinSLD.org</li> <li>- Breakspeare website</li> <li>- Meadow Wood site</li> </ul>			



### C. PEDAGOGY AND METHODOLOGY

Area	Content	Delivered by	Timescale	Complete Sign
<b>PART1 Communication and AFL</b>	Expressive and receptive language development and related communication support methods/aids Visual support AfL / Assessment for Learning			
<b>PART 2 MSI</b>	Introduction to multisensory impairment Introduction to PMLD			
<b>PART 3 ASD and BEHAVIOUR</b>	Introduction to supporting students with ASD and complex behaviours at BS and MW schools			
<b>PART 4 School visit and observations</b>	Work alongside your mentor - Students - Staff - Paperwork			
<b>PART 6 Courses for example  PECS PNI ASD SENSORY CURRICULUM</b>	As agreed			

#### Your Mentor is

Meetings with your mentor take place

- Autumn 1 – weekly 30-60 min
- Autumn 2 – biweekly
- Spring 1 and 2 monthly or as needed
- Summer 1 and 2 monthly or as needed

She is

- able to sign post you to find information you need
- available for your questions and to support you
- advice you with the practise in your class



APPENDIX 3 IDENTIFIED NEED FORM

CPD (Continuing Professional Development) / IDENTIFIED NEED FORM

NAME:	ROLE:	DATE:
1. TRAINING RATIONALE:		
● SIP/Area _____		<input type="checkbox"/>
● PMR/Appraisal _____		<input type="checkbox"/>
● Statutory _____		<input type="checkbox"/>
● Skill Development _____		<input type="checkbox"/>
● Other _____		<input type="checkbox"/>
AIM TO BE COMPLETED BY: .....		
2. AUTHORISATION:		DATE:
ADMINISTRATION/PREMISES – CLAIRE PEARCE .....		
TEACHING & LEARNING – MERJA PAAKKONEN / DARREN WHITE / LIZ CHARD .....		
3. BOOKING:		
COURSE: .....		
COST: .....		
DATE: .....		
4. FEEDBACK		
DATE: .....		

Training Folder