



Tashkent Ulugbek International School Staff Development Policy

Statement of Intent

To facilitate the achievement of the school aims and the successful implementation of the School Development Plan, each member of staff, teaching and associate, is entitled to training, which empowers them to undertake their tasks and responsibilities professionally.

TUIS is committed to improving the quality of teaching, which will have the maximum impact on students' learning, in order to raise attainment.

This policy document sets out a framework for all staff development at TUIS, and is intended to serve as the basis for policies that address specific aspects of staff development.

Staff development encompasses both development and training, and most staff development activities are a combination of both of these. Training focuses on skills and knowledge directly connected to a particular position or occupation, whereas development refers to learning or the acquisition of skills that may or may not be related specifically to current duties.

Performance Management

Teachers take part in the performance management system when they join the school and subsequent years at the school. Each year every member of staff, teaching and associate, will have an individual written plan, with clear, relevant targets set. This plan, and its annual review, helps each person, with their team leader, to identify those skills necessary to meet the demands of their job, now and in the future, and further their career and personal development. All new staff will be on an initial 3 working month probationary performance management review, which will be monitored by their line manager monthly.

Professional Development Portfolios

The Professional Development Portfolio recognises and assists professional development and each member of staff (teaching and associate) is expected to have a portfolio in which to keep all professional documentation.

TUIS will aim to ensure that:

- Each member of staff understands what his or her job involves
- Each person is trained to perform his or her current job
- Each person is given the opportunity to develop his or her skills, knowledge and expertise to achieve success in any specific future role he/she wishes to pursue e.g. teachers looking to middle management or Leadership
- Each individual is enabled to develop his or her potential, both personally and professionally

Those with managerial and/or leadership responsibilities have a duty to:

- Help staff in developing their performance and effectiveness

- Provide staff with the information necessary to perform their job
- Guide their staff in how best to equip themselves for their current and future roles
- Ensure that appropriate action as a response to those needs takes place

The role of the Headteacher, Staff Development, is to ensure that mechanisms and opportunities exist at an appropriate standard and cost. He/she will act as a central focus for the planning and provision of a range of staff development activities, based on identified demands and needs.

The process of development is most effective when each person takes responsibility for his or her own progress. Prime responsibility for learning rests with the individual, in partnership wherever possible, with those who have managerial responsibility for that person's area of work.

Annual Staff Development Plan

A systematic, planned approach is needed so that there is:

- a focus on school needs
- an equitable distribution of opportunities for staff
- a formalised link to the performance management system
- a planned use of resources
- a framework for dissemination and evaluation

Induction

All teachers and associate staff new to the school will have a comprehensive induction period.

Planning Time

Well-planned staff development will bring more benefits to the school than ad hoc measures. Sufficient time is needed to allow for sound planning and promotion of staff development, which is in line with the school's strategic aims, meets specific needs effectively, and enables innovation in staff development. Further, when new initiatives or significant changes are being planned, such strategic plans need to have explicit staff development goals and action plans built in to ensure the required development of staff.

Systems and Procedures

Mechanisms for effective staff development involve identifying, implementing and evaluating group and individual staff development. For example, individual staff development needs can be identified through Performance Management Reviews and self-evaluation.

Existing Staff Expertise

Using in-house expertise is cost effective for the school, serves as a way of publicly recognising valuable staff and enhances the sense of the school as a community. Seeking out and developing in-house expertise in both content and delivery can enhance these benefits.

Associate Staff

Site management staff, reprographics staff, librarians, technicians, teaching assistants, finance and office staff will receive induction and on and off site training as appropriate to their particular needs. All will receive training on child protection and health and safety issues. The full inset programme is available to associate staff as well as teaching staff.

All associate staff will be informed on appointment that they will be subject to a three month probationary period. Data will be gathered and a record of their performance kept during this period. Detailed feedback on progress will be provided, but if performance is unsatisfactory and unlikely to improve, the school reserves the right to cancel the contract at any time during the probationary period.

Every opportunity to correct any shortcomings however, will be afforded to the employee.

Monitoring and Evaluation

The Headteacher for Staff Development has overall responsibility for the induction of teaching, associate and learning support staff.

Additional Support

All staff will be given a Calendar and be provided with a generic job description.

New staff will be given an induction checklist and introduced to a "buddy" of similar standing and age to deal with day to day problems and where appropriate, to assist in the social integration of the new member of staff.

Capability

Every effort will be made to fully support each member of staff, but if serious problems are encountered, the Head will be informed and this may result in the Disciplinary (Capability) Procedure being invoked.