

## **An Induction, CPD and Leadership Development Strategy**

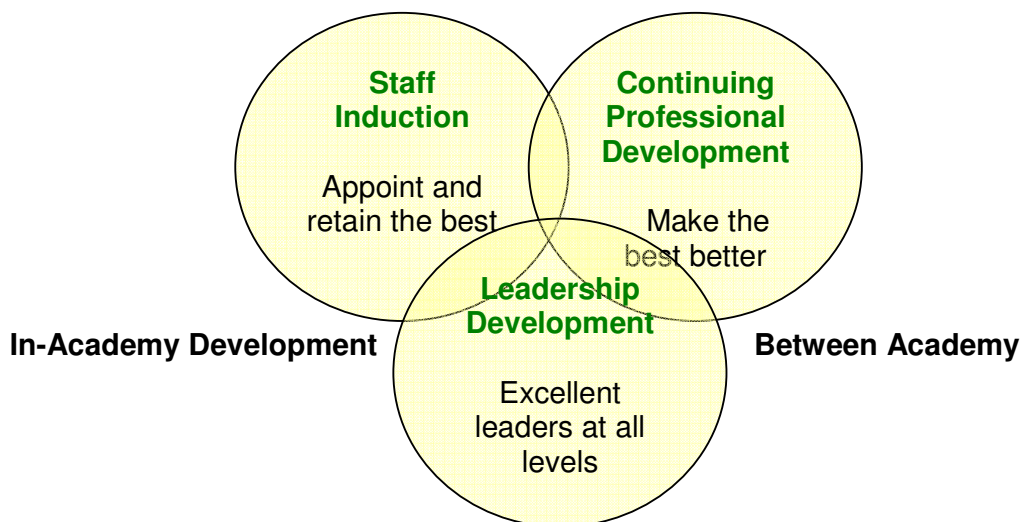
This strategy brings together three policies which are central to improvement in this Academy. They link closely to our Academy self evaluation strategies and improvement plans and relate to the whole workforce. The three policies are;

1. Staff Induction;
2. Continuing Professional Development; and
3. Leadership Development.

Other improvement strategies including Performance Management depend significantly on improved coaching capability of the Senior Leadership Team, other senior leaders and middle leaders including support staff.

The principles underpinning this approach to our improvements are about developing our capacity and retaining it although we will celebrate when staff move on to more senior positions in other schools or Academy's. They also include a commitment to distributed leadership at all levels to enable effective teaching to be deployed where children need most support. This approach will provide a more personalised approach to learning and maximise progress for all. All staff and leaders will be expected to step-up to the challenge and sustain continuous improvements with continued challenge and support.

### **Coaching and Mentoring**



### **Leadership Capacity and Capability Centre for Educational Leadership Bespoke Provision**

Middle Leader Development  
Senior Leader Development  
Senior Leadership Team Development

Author:	Version:	Date Approved:	Page 1 of 13
	1	04/06/08	

## Staff Induction

It is recognised that there is a need to provide support and encouragement to all new staff.

### Purposes

The induction programme enables staff to integrate into the Academy community and work effectively individually and as part of a team.

- To make new staff aware of the Academy's philosophy, aims and objectives.
- To develop knowledge and skills of new staff to provide job satisfaction, motivation and quality of learning experience for all students.
- To provide the opportunities for new staff to be informed of Academy procedures and educational developments.
- To enable new teachers to recognise issues pertinent to them and be able to share experiences and ideas.
- To enable new staff to be confident in asking for and receiving help.
- To build confidence and expertise in the classroom and in other areas of responsibility.

### Guidelines

Applicants are provided with all essential details and the opportunity to visit the Academy.

Relevant information is given to all new staff.

All new staff will meet with key personnel in Academy.

All new staff will receive relevant training.

Support is provided from relevant members of staff.

### Procedures

#### Before taking up the post:

Job details are sent to potential applicants.

There is the opportunity to visit the Academy if requested by prospective candidate.

#### Once appointed:

New staff are encouraged to visit the Academy prior to taking up the post, where possible and appropriate, to meet Line Manager, mentor and other colleagues.

All new staff are given a Academy Diary. Timetables are issued where appropriate.

#### After taking up the post:

Author:	Version:	Date Approved:	Page 2 of 13
	1	04/06/08	

For new staff:

Diarised meetings are set up with a member of the Executive Team.

ICT familiarisation with Network Manager and resources are issued where appropriate.

Support provided from Line Manager, mentor, Head of Year and other colleagues as appropriate.

Academy based training days will be provided.

Review of induction period for Support Staff.

And in addition for NQTs:

Remitted timetable in line with TTA requirements.

Regular meetings with other NQTs, new teachers and members of the Strategic Management team to discuss events during the Academy calendar and share issues of mutual concern.

Support provided through negotiated lesson observation and feedback during the first year from the Lead Practitioner and Academy Director.

For Support Staff:

Completion of relevant paperwork with HR Manager.

Meet Line Manager, Lead Practitioner, mentor and other staff as appropriate.

Receive relevant training (ICT and Resources familiarisation where appropriate).

Regular contact with Line Manager for support and review.

Probationary meeting with Personnel Manager at 3 and 6 months.

Support Staff are encouraged to attend Professional development opportunities provided by where appropriate.

Participate in two Academy-based Training Days as identified in Diary.

Setting of targets through Performance Management programme.

Author:	Version:	Date Approved:	Page 3 of 13
	1	04/06/08	

## A Continuing Professional Development

### Principles, Values and Entitlements:

1. This Academy is a 'learning community' where all are involved in a continuous process of improvement and enrichment. The Academy is committed to fostering a positive climate for continuous learning amongst its community. CPD is the means by which the Academy is able to motivate and develop its community. It does so at a variety of levels – individual, team, whole Academy and through wider networks with an emphasis on collaborative learning. It conforms closely to the GTC's Professional Learning Framework.

2. The Academy believes in the DCSF philosophy that *'effective teachers should take ownership and give a high priority to professional development'*. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raised morale through personal and professional fulfilment and assists recruitment and retention. The CPD will be co-ordinated by a CPD leader with a clear job description and who will be assisted by others in taking forward this policy.

3. All those involved in the Academy community shall have an entitlement to equality of access to high-quality induction and continuing support and development.

4. The central features of the **CPD policy** will comprise:

- effective auditing and identification of need and aspiration;
- ensuring appropriate match of provision to the individual;
- reliable and explicit evaluation of the impact of provision;
- effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.

5. The Academy will obtain appropriate quality standards in organisations that support effective CPD, e.g. Investors in People, Charter Marks, Basic Skills Quality Marks.

6. The Academy will use a range of types of provision and providers adopting Best Value principles in determining these.

7. The Academy's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier particularly across the key areas identified in the appropriate Standards Frameworks.

8. The Academy will support professional recognition including accreditation of the CPD undertaken.

### Identifying CPD Needs

1. The Academy will have a named CPD leader who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. The CPD leader will receive training and support as appropriate in order to fulfil this role effectively and attend useful providers' sessions.

Author:	Version:	Date Approved:	Page 4 of 13
	1	04/06/08	

2. The CPD leader shall be responsible for identifying the Academy's CPD needs and those of the Academy community. Such needs will be identified largely through existing mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of this needs analysis will be a CPD plan which forms part of the Academy improvement plan.

3. The CPD leader will be responsible annually for discussing with the Executive Director and governing body the main CPD priorities and the likely budgetary implications of addressing these needs.

4. CPD issues will be addressed at governing body meetings and be included as part of the Executive Director report. The CPD leader shall attend appropriate governing body meeting and, at least annually, present a report on the provision and impact of CPD.

5. Requests for accessing CPD should be addressed to the CPD leader who will decide on the most effective means.

6. The CPD leader shall provide and update details of the range of CPD opportunities available and be responsible for communication relevant opportunities to appropriate staff. The information will be kept updated and made accessible and available to the Academy community.

7. The CPD leader shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the Academy community:

- Newly Qualified Teachers;
- Other staff new to the Academy or role;
- Teachers in their early years (EPD);
- Teachers with 5 years + (including those beyond the threshold and those in the later stages of their career);
- Teachers specialising in teaching particular groups of pupils;
- Advanced Skills Teachers, fast track and lead teachers;
- Middle managers/subject leaders (emergent leaders);
- Senior managers in their early years;
- More experienced senior managers;
- Governors;
- Senior support staff including bursars, business managers, ICT systems managers and premises mangers;
- Teaching assistants and bilingual support,
- language assistants and learning mentors;
- Secretarial and administrative staff including librarians, catering staff;
- Instructors, performers and technicians including science, DT and ICT;
- Parents and carers;
- Regular supply staff and those seeking to return to the profession;
- Beginning teachers;
- Pupils where provision extends beyond the Academy.

Author:	Version:	Date Approved:	Page 5 of 13
	1	04/06/08	

8. The CPD leader will be responsible for ensuring that providers are of sufficient quality.
9. The Academy will have systems and opportunities for teams and the whole Academy to discuss and feed information to the CPD leader details of priorities and methods including the use of the Academy training days.
10. The CPD leader will be responsible for ensuring the efficient organising of opportunities, e.g. booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of and subscriptions to appropriate bodies such as subject associations, school improvement organisations.

**CPD Provision**

1. The opportunities available will fully reflect the Code of Practice produced by the DCSF in that they will only be offered if they; meet identified individual, Academy or national development priorities:

- be based on good practice – in development activity and in teaching and learning;
- help raise standards of pupils’ achievements;
- respect cultural diversity;
- be provided by those with necessary experience, expertise and skills;
- be planned systematically and follow the agreed programme except when dealing with merging issues;
- be based, where appropriate, on relevant standards;
- be based on current research and inspection evidence;
- make effective use of resources, particularly ICT;
- be provided in accommodation which is fit for purpose with appropriate equipment;
- provide value for money;
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

**Evaluating Impact and Disseminating Good and Successful Practice:**

1. Following professional or other development, the participant will discuss with the CPD leader, the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD leader will be responsible for organising that, e.g. circulating relevant resources, a session at staff or subject meeting, introducing a teaching or learning strategy, inclusion on the Academy website.
2. The CPD leader will be responsible for ensuring whether any follow up is needed to the provide, e.g. feedback, issues of access.
3. The CPD leader will review annually whether any aspects of the CPD provision, e.g. service level agreements, subscriptions do not represent value for money and make appropriate recommendations to the Executive Director and governing body.

Author:	Version:	Date Approved:	Page 6 of 13
	1	04/06/08	

4. The CPD leader shall be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact. The CPD leader shall be committed to ensuring that CPD systems and procedures conform to current research findings.

5. This will be undertaken at a variety of levels including:

- immediate/short term evaluation by participants;
- longer term follow up for a sample of CPD undertaken usually at a period no less than 6 months following the provision;
- informal discussion with colleagues about improved practice.

6. Use will be made of appropriate DCSF and other documents to aid the impact but it will, in any case, comprise hard objective data as well as other beneficial effects such as:

- pupil and Academy attainment;
- record keeping;
- more effective and embedded teaching and learning such as creativity, autonomy, a greater variety of teaching and learning approaches;
- a climate of supporting success and effort;
- staff confidence, enrichment, motivation self-esteem, preparedness to take risks, collaboration, reflectiveness; pupil enthusiasm, engagement and commitment;
- recruitment and retention;
- career progression/promotable staff.

7. Annually the CPD leader shall provide a report to the governing body on the benefits of the CPD undertaken and future needs.

This **CPD policy** will be reviewed annually by the Governing Body

Author:	Version:	Date Approved:	Page 7 of 13
	1	04/06/08	

## Leadership Development

This Academy's core purpose is to develop and promote the highest standards of learning and teaching through high quality leadership at all levels. We will promote these standards and increased transparency among the senior leaders through initiatives including:

- the promotion of continuous professional development for all leaders,
- an annual benchmarking survey of leadership and professional development, , and
- work to promote and encourage diversity and collaboration among senior leaders.

We also work in close partnership with the region's prominent leadership Centre, The Centre for Educational Leadership based at the University of Manchester, to ensure that our members have access to high quality professional development.

### Leadership Development and Succession Planning

The governing body is committed to developing the Academy workforce in ways which:

- distribute leadership throughout the Academy,
- utilise the strengths of individual staff and enable them to contribute to their maximum potential
- enable leadership development opportunities which enable staff to progress within the Academy and beyond,
- contribute to leadership capacity throughout the Academy.

We will work with other schools to create and take advantage of leadership development opportunities which are of mutual benefit.

This policy rests on the underlying principles that:

- The development of leadership capacity is fundamental to the delivery of a child-focussed curriculum appropriate for the 21<sup>st</sup> century.
- Our Academy will share a common challenge in leadership recruitment.
- Growing our own leaders will benefit our Academy as well as other schools that they may move on to.
- Our Academy will benefit in turn by recruiting leaders who have gained experience in other schools.
- There is potential for creative partnership arrangements for leadership development opportunities

In implementing this policy the governing body will:

- Monitor on an annual basis, through the appropriate committee, leadership development within the Academy and links with other schools.
- Through the appropriate committee, maintain an overview of the Academy's staffing profile and implications arising.

Author:	Version:	Date Approved:	Page 8 of 13
	1	04/06/08	

- Ensure the allocation of sufficient funding from the Academy budget to support agreed priorities for leadership development.
- Ensure the Academy's involvement in appropriate local and national leadership development and succession planning initiatives.
- Seek to develop a Academy culture which is seen by all current and prospective staff to offer leadership development opportunities which benefit individual staff as well as the Academy.
- Delegate responsibility to the Executive Director and other senior leaders to explore the benefits of collaborative approaches with other schools.

### **Monitoring our Workforce Profile**

Through the Governing Body we will monitor on an annual basis:

- The number and deployment of staff
- Teaching and Learning Responsibilities
- Age & Gender profile
- Black and Minority Ethnic representation
- Staff Turnover rate
- Number of leavers per annum
- Length of time working at the Academy
- Destinations of leavers
- Leaving the profession
- Retiring
- In-house promotion
- External promotion
- Exit questionnaire feedback
- Spread of staff on different points of Pay Spine
- CPD priorities
- Support staff deployment
- Ongoing development training:
- Staff undertaking NPQH
- Staff undertaking e.g. Leading from the Middle
- Staff Absence rates and implications
- Trends in application rates

### **Monitoring**

- What staffing do we need to implement the developments we have prioritised in our Academy Improvement Plan in the short, medium and longer term?
- What posts do we know we have to fill to replace staff leaving in the next 2-3 years?
- Are we confident in our capacity to cope with the resignation or long-term absence of the Executive Director or others in the Senior Leadership team?
- How does our staffing profile compare with similar Academics with high pupil attainment?
- What links do we have with other schools to share opportunities for leadership development?
- How can we use forthcoming recruitment opportunities to strengthen leadership capacity, particularly around Academy Improvement Priorities?

Author:	Version:	Date Approved:	Page 9 of 13
	1	04/06/08	

- Can we improve marketing of vacancies to give a clear message about our commitment to leadership development.
- How effectively do we integrate leadership development into the Performance Management process?

**What we will do in our Academy**

- Make clear links in our Academy Improvement Plan to leadership development.
- Ensure that our Self Evaluation Form addresses workforce capacity and development
- Make all staff aware of maximise opportunities for Continuing Professional Development.
- Identify leadership potential and enable training and support for development.
- Enable shadowing of Executive Director and other Senior Leadership Team members.
- Regularly review and evaluate the leadership structure and its effectiveness with an eye on development of new models of leadership
- Judge it as a success when a member of staff moves on to a leadership position at another school
- Make appointments to leadership roles which meet the needs of the Academy but offer opportunities for candidates “with potential”.
- Ensure that appropriate induction and support is in place for all staff, including leadership roles.
- Promote the Academy’s policy on leadership development to external candidates
- Consider innovative models of Academy leadership

**What we will do with other schools**

- We will work with other schools in the LA to create and take advantage of leadership development opportunities which are of mutual benefit.
- Enable shadowing of Executive Director’s and other Senior Leadership Team members.
- Contribute to and make use of mentorship and support schemes.
- Collaborate within our family of schools, including:
- Support Networks
- Shared appointments and secondment opportunities
- Federation developments and initiatives
- Share leadership development programmes
- Explore opportunities to work with schools in neighbouring authorities.

Author:	Version:	Date Approved:	Page 10 of 13
	1	04/06/08	

**Leadership Development: making a difference**

**Leadership makes a difference.** Effective managers provide direction and co-ordination and support, ensuring the school operates efficiently and effectively and high quality learning takes place. Leaders, on the other hand, make new things happen. Leaders ensure that system-enhancing innovations and change take place. They are able to create visions for the future and to turn these into viable programmes for delivery. Leaders create a climate of learning and engage and motivate others in the process of leadership in facing adaptive challenges.

Leadership effectiveness is judged not by styles or approaches but by results, with excellent leaders producing 'results beyond the ordinary'. To be truly effective, organisations need leaders at every level (Egan). Where leadership is oriented towards the needs of the business - teaching and learning in schools - then a complex dynamic is brought into play between those with formal management roles and those leading development in particular areas(Mitchell and Sackney).

Strategically driven management and leadership development, implemented over time, makes a significant difference in outputs (Chartered Management Institute - CMI). This resonates strongly with Leithwood and Riehl's findings and Ofsted's research. Adaptive changes, in response to demands on schools, requires remodelling and restructuring and needs sophisticated leaders of organisational change to play a significant role in developing their community and in implementing the modernisation agenda. All this requires effective leaders at all levels, capable of dealing with a breadth and diversity of demands.

New 'cross agency' roles require significant skills and capabilities due to their highly accountable and sensitive nature. For example, school leaders need to be equipped to handle the challenges of personalisation, collaboration, communication and modernisation, and must understand the effective and appropriate uses of power and authority in relation to colleagues, communities and partner agencies.

Evidence clearly shows that the most effective leadership learning takes place when there is curricular coherence and priority given to participants' needs and context, realistic work based opportunities, the use of cohort groupings and mentors including and collaborative activity between the programme and schools (PwC 2007). In short an increased focus on coaching and problem based learning develops key hard and soft skills enabling leaders to deploy the most effective combination in response to the particular context in which they work.

Using these well founded principles, the Academy will work with the Centre for Educational Leadership (CEL) and other high quality providers to ensure the highest quality leadership development opportunities at all levels appropriately are provided to enable all leaders to focus on the outputs of excellent teaching and learning leading to consistently improving achievements and well being of all children.

CEL will work in partnership with the Academy to design a programme of support and challenge tailored to the Academy's needs and context on the delivery of the Academy's mission and improvement strategies. In addition CEL will establish an evaluative process which will measure the impact of leaders on pupils learning and well being. CEL and the School of Education at the University of Manchester are

Author:	Version:	Date Approved:	Page 11 of 13
	1	04/06/08	

currently involved in similar evaluations in a number of schools and LAs across the northwest.

CEL has over ten years' experience researching leadership and designing and delivering leadership development programmes and qualifications for professionals working in education and the wider public sector. Its aim is to enable leaders to understand their capabilities and develop the skills necessary to lead their teams and organisations for the direct benefit of children, young people, their families and other public service populations.

Current and recent examples of CEL's work in the education sector include:

- Delivery for NCSL of the National Professional Qualification for Headship (NPQH) and the National Professional Qualification in Integrated Centre Leadership (NPQICL) across the North West.
- As lead partner in The Northern Partnership (TNP), delivery of Early Headship Provision (EHP), LP and LftM for NCSL across the Northern region.
- As a member of Hay Group Consortium, delivery of Head for the Future for NCSL across the Northern region.
- Co-creation in 2005/6 with NCSL, Hay Group and the BBC of the groundbreaking personalised leadership programme LP and, previously, LftM.
- The Postgraduate Certificate in Process Consultancy - recently tailored for Blackpool Children's Services to develop effective collaboration between senior educators and social care professionals.
- The MA in Process Consultancy - for senior professionals in education and related social services who wish to deepen their understanding of organisational change.
- The M Ed in Educational Leadership - designed to provide a progressive route for successful NPQH graduates and raise the standards of leadership education.
- The Executive Coaching programme - CEL is actively committed to utilising coaching to ensure effective leadership learning and development. Over 1,500 senior leaders in education and the wider public sector have attended this programme since it was established. The programme is underpinned by extensive research into models of personal and organisational change.
- CEL works with the Manchester Business School (MBS) and the Institute for Political and Economic Governance (IPEG) at The University of Manchester, and the North West Improvement Network (NWIN), to create the Centre for Local Governance (CfLG).
- CEL manages nine regional leadership development centres for the TDA after becoming the largest single provider nationally of leadership development programmes for the National College for School Leadership (NCSL). Each centre provides a network of advisers, trainers and consultants - the National Training Team - to help each of the country's 23,500 schools and the 150 local authorities work through and embed 'remodelling' change programmes and

Author:	Version:	Date Approved:	Page 12 of 13
	1	04/06/08	

professional development programmes to deliver the Every Child Matters (ECM) agenda.

Author:	Version:	Date Approved:	Page 13 of 13
	1	04/06/08	