



# Staff Training & Development Policy

## 2025-2026

This policy was reviewed on:

**Date:** 24 February 2025

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**Policy will be reviewed on:** August 2026

This policy was ratified/reviewed by Governors  
on:

**Date:**

**Frequency of review:** Every 2 years

**Note:** This document uses the most current Government information and guidance at the time of writing. It may change according to Government policy.

## 1 | Scope

This policy is supported by the School Improvement Plan (SIP), the Staff Development Plan (SDP), Departmental Improvement Plans (DIP) and the Performance Management Policy.

The structure and organisation of the school ensures that staff development needs are identified and reviewed regularly.

The SIP identifies the targets the school is working towards; the DIPs identify resource needs including professional development.

These structures and procedures ensure equality of opportunity for staff to access training and development. Professional development needs are also identified in the performance management reviews.

## 2 | The Aims and Purposes of Professional Development

- To enable all staff in the school to expand and grow according to their various professional tasks and roles and according to their professional potential.
- To address specific training needs as identified in the SIP, DIPs and from individual performance management reviews.
- To ensure that all staff are aware of important local and national educational developments and issues.
- To encourage individual staff to plan their careers and to identify career opportunities.
- To enable staff, where necessary or possible, to gain additional qualifications which will improve standards and the quality of teaching and learning in the classroom.
- To support staff in a supportive and caring atmosphere and to facilitate generation of this ethos throughout the school.

## 3 | Rights

All staff working in the school are entitled to development opportunities and in-service training including teaching and support staff.

## 4 | Responsibilities of Managers

- To implement the school's training and development policy.
- To provide forums where staff can communicate their needs.
- To provide relevant school-based training opportunities that are responsive to national local & school needs.
- To encourage staff to participate in courses and similar opportunities to meet both departmental and school targets.
- To listen to staff concerns and to offer support in a variety of ways. Managers can make suggestions about visits, enable classroom observation, or put people in touch with each other to share good practice.
- To ensure that annual performance management reviews are carried out in accordance with the Performance Management Policy and that professional development reviews are carried out for support staff.
- To monitor and evaluate how the development of staff contributes to goals and targets.

## 5 | Responsibilities of Staff

- To be prepared to undertake professional development.
- To seek opportunities for self-development and to take full responsibility for meeting job related development needs.
- To be aware of courses and training opportunities and their relevance to the school's priorities.
- To communicate developmental needs within the consultation process in the school.

- To see the INSET co-ordinator and person responsible for cover including the line manager with the appropriate application forms.
- To disseminate the outcomes of the course/development opportunity to the relevant people in order to maximise the benefits to the school.

## 6 | Organisation

The Staff Development Co-ordinator will:

- Oversee the entire cycle of staff development and keep it on course.
- Facilitate and support FSLs and DAWs, and liaise between them and the SLT.
- Communicate information to staff.
- Become experienced in the management of staff development and encourage appropriate management techniques and attitudes.
- Liaise with relevant outside bodies and maintain an awareness of opportunities that exist for staff development.
- Design, implement and monitor a programme for the effective use of INSET days.
- Manage the budget allocation for staff development, prioritising needs and keeping appropriate records.
- Oversee the process of dissemination of information and skills.
- Design and implement the evaluation of staff development.

The delivery of the Staff Development Programme has several steps.

### Induction

Induction programmes for teachers new to the school and for ECTs are established.

Please refer to Staff Induction Programme for further information.

### Performance Management

Performance Management is a cornerstone of effective staff development with specific targets which benefit the school and the individual. For further details refer to the school policy on Performance Management.

### Training and Support

Needs will generally be identified via development plans and through Performance Management or Professional Development Reviews.

Efforts will be made to support teachers involved with development targets in order that

knowledge and skills acquired are put into immediate use in the school's interests

The types of training and support offered will vary greatly including:

- External courses/conferences
- Subject area meetings/support groups
- Whole school training on INSET days
- Departmental/year meetings
- Provision of time for groups of staff to work together
- Where needs are identified for the development of the skills associated with middle or senior management roles then opportunities will be made available where possible to obtain such experience.

Each year funds will be set aside for training relating to career development.

## 7 | Feedback/Dissemination

The benefit to the school of the training that is provided will be maximised by the provision, where appropriate, of opportunities for the dissemination to other staff of the skills and knowledge learned in training.

## 8 | Confidentiality

All concerns raised will be treated in confidence and every effort will be made not to reveal your identity if this is your wish. However, in certain cases, it may not be possible to maintain confidentiality if you are required to come forward as a witness.

## **9 | Methods for Assessing Development Needs and Establishing Priorities**

Staff involved in the production of Development Plan, should submit copies to the Deputy Head Teacher who will collate the identified requests into the staff development plan. This document will detail, for each Faculty/Area, the development needs identified including associated costs and make clear the allocation of funding to address these needs.