



MWASHITA ACADEMY

Staff Development Policy

1 Aims

The staff development policy for our Academy concerns the professional development, continued training, guidance and support of teachers and non-teaching staff. It aims to enhance the personal and professional resources of the teacher and at the same time to increase the school's capacity for successful working.

The policy is based on

- the identification and evaluation of the school's overall objectives which serve as a guide to its activities; and, in relation to these,
- the developmental needs of the individual teacher, the department (year or subject) and the whole school.

The enhancement and updating of skills and enrichment of personal satisfaction must, ultimately, improve the educational provision for pupils in this school.

Good personnel management practice indicates that individuals, in order to achieve high performance and satisfaction from their work, need

- to know what is expected from them;
- strong professional support and encouragement for their successes honest but constructive analysis of weaknesses; and
- the provision of opportunities for future improvement and, when appropriate and possible, promotion.

It is to help achieve these aims that this policy is designed.

2 Responsibility

In this school the role of professional tutor is taken by the Vice Principal in consultation with the Principal and with assistance from year coordinators. This role is described in section 3.1.

3 Elements of the policy

The policy covers:

3.1 The professional tutor

3.2 Student teachers

3.3 Induction

3.4 Personal files

3.1 The professional tutor

The professional tutor is responsible for the implementation, coordination, organisation and evaluation of the school's staff development policy which covers students on teaching practice, probationary teachers and experienced staff. The role includes the collation and dissemination

of information, correspondence with outside agencies (colleges, universities etc), counselling and guidance, placement on courses, arranging visits to other schools to observe good practice, opportunities for further training etc.

The Principal is, of course, ultimately responsible for the working of the policy as a whole, for staff selection and promotion (in consultation with directors and governors), counselling, guidance and mutual review.

The Vice Principal's role involves

- liaison with colleges in connection with the offering of places to students in this school and in familiarising him/herself with the initial training programme;
- placing of students in year groups;
- overseeing the work of students;
- discussing the performance of students with class teachers, year coordinators, advisers, and college tutors;
- assisting the class teacher/year coordinator in the formulation of reports on students' work;
- overseeing the induction of new staff;
- guidance and counselling for colleagues;
- arranging for experienced staff to share their expertise.

The year coordinator's role involves

- counselling and guidance of class teachers on an informal basis;
- assisting class teachers in working with students;
- discussing students'/probationary teachers' performance with the Vice Principal/college tutors and writing reports as required.

3.2 School/training institutions partnership

This school is seeking to develop mutually beneficial partnerships with local training institutions. Such partnerships offer

- students the opportunity to benefit from the fund of expertise available within the school and to gain practical experience;
- the training institutions to be in touch with current school practice and the opportunity to trial new approaches and resources in the classroom; and
- the school to take advantage of the fresh outlook and new ideas which students bring with them and the opportunity to enhance the process of overall school development.

This concept of partnership underpins our intention to adopt a more proactive role in relation to the placement of students in the school. Our aim is that such placements should provide opportunities for advancing the implementation of the school's development plan.

This school therefore welcomes students in appropriate numbers and especially when extended periods of teaching practice are possible.

The responsibilities involved in having students in the school are outlined in section 3.1 above.

3.3 Induction

The aims of the school's induction policy are

- to assist the newly appointed teacher in settling into the life of the school; and
- to facilitate the development of his/her professional skills.

The school believes that all newly appointed staff (not just probationers) have special needs and that those involved in professional tutoring have a special responsibility to ease the newcomer into the life of the school as smoothly as possible. though parts of it will obviously apply mainly to probationers and some of it only to probationers.

3.3.1 The Induction Process

i) Before taking up post:

The school offers newly appointed teachers the opportunity to visit the school before they commence work to discuss their job (and, where appropriate, to update their job description) with the Principal, Vice Principal, year coordinator and subject area leaders as appropriate, and to be given a copy of the Mwashita Academy Policies and Procedures' Handbook and their own timetable

Where funds allow, the school welcomes the idea of employing a probationary teacher for a short period in the term before s/he commences permanent employment.

Newly appointed staff are invited to attend any pre-term staff meetings which may be held.

ii) During the first year:

Newly appointed staff have half-termly meetings with the professional tutor and their year co-ordinator to review their progress. An induction programme for the individual teacher is produced. This programme includes the following opportunities (some apply mainly to probationers):

- to be able to seek help and guidance from senior colleagues, especially their year coordinator. This should not be confined to strictly professional matters: staff moving into the area may be grateful for general advice about housing and amenities etc.
- to be able to observe the work of experienced colleagues;
- to be able to work alongside experienced colleagues;
- to visit other appropriate schools for clearly defined purposes (e.g. to study curriculum development, classroom organisation, display etc);
- to have some of their own work observed by experienced colleagues and to receive advice as a result;
- to meet with other probationary teachers; and

The professional tutor, with the help of the year coordinator, is responsible for writing reports on the work of probationary teachers for the directors at the end of each term during the probationary year. The probationary teacher will see and sign a copy of the report before it is submitted and may, if s/he wishes, discuss it with the Principal.

3.4 Personal files

A personal file is maintained for each member of staff. The contents of the file are confidential and open only to the head (and, where appropriate, the deputy head), the chair of governors and the member of staff whose file it is.

In the file are kept:

- copies of forms and documents relating to the teacher's application for his/her post in the school
- copies of references in connection with applications for other posts;
- agreed appraisal statements;
- a copy of the current job description; and
- any other appropriate documents.

Adoption of Policy

Policy adopted on: 10th February 2023 by the Board of Directors and signed off by

Dr. Weston Mwashita

Designation: Executive Chairperson and Founder

Signature:



Representing the Board of Directors

Date of Review	10th February 2023
Date of next whole policy review	February 2023