ALT PROFESSIONAL DEVELOPMENT ENTITLEMENT

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| All Staff | Developing Staff | Middle Leaders | Senior Leaders |

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| **CROSS-TRUST PROVISION**  SAFEGUARDING - EARLY EXCELLENCE – IMPROVING WRITING – DIMINISHING GAPS | |
| On-going PMR | *Personalised individual staff development needs including short courses or training and support informed by discussions undertaken as part of the annual performance review cycle conducted at school level.* |
| Coaching | *Access to 1:1 and team coaching targeted at specific groups eg middle leaders, lead practitioners, where the intention is to build a coaching culture in Trust schools. Sessions vary from short introductory opportunities to more intensive coaching skills programmes.* |
| NQT &  NQT +1 | *An annual programme which brings together all NQTs and those with one year teaching experience – the course is practically based and addresses key priorities such as quality first teaching, curriculum development and assessment, behaviour for learning and time management.* |
| Leading Active Learning | *The Leading Active Learning Programme is a cornerstone of how the Trust supports schools to develop and retain their very best staff. Over the academic year, staff attend study sessions on leadership development as well as contribute to leading cluster sessions within hubs. Work-based activities linked to the school’s improvement priorities make a real difference to achieving sustainable change of benefit to both pupils and staff, and, in some cases, parents and carers. Many participants are identified for promotion in schools.* |
| Hub Support | *Challenge and support on school improvement including strategic planning and tailored professional development activities to respond to need alongside collaboration on tracking progress in securing positive pupil outcomes.* |
| PiXL | *Members come together once every half term to share innovations and spread strategies for success. Each PiXL member has access to extensive supporting resources and has an associate who visits the school five times a year to help implement the theory in their unique setting. Subject leader conferences are held twice a year for Mathematics, English and Science at which participants learn about the use of data to predict outcomes, analysis to identify under-performance and the development of appropriate interventions.* |
| Lead Practitioners | *In partnership with SSAT, teachers who consistently demonstrate outstanding teaching are encouraged to achieve formal recognition that includes enabling them to develop the skills and confidence to share their practice with others in the school.* |
| Developmental | *For Middle & Senior leaders. These visits provide a strong foundation to our Trust school improvement network. As well as visiting other schools, all schools host a visit on an area of exemplary practice with the intention of stimulating, through a* |
| Visits | *range of activities, a two-way professional dialogue, identifying practical strategies that can be trialled and tested elsewhere* |
| Headteacher Self-Evaluation Framework | *In collaboration with the Trust central team, this framework, aligned to the Ofsted criteria on outstanding leadership and the National Standards of Excellence, supports headteacher self-reflection on their strengths and areas for development. It results in identifying the professional development needs of Heads together with examples of best practice to share across Trust schools.* |