Policy B20: Professional Development

This policy has been written in line with Standard 15.1 (Staffing and Supervision) of the National Minimum Standards (NMS) for Boarding Schools (September 2011) endorsed by the Independent School's Inspectorate (ISI). This policy has been drawn up with respect to all employees of the school.

NMS Standard 15: Staffing and Supervision

15.1. Any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

20.1. Introduction

All staff new to Queen Margaret’s are provided with a job description which reflects their role, responsibilities and duties in the school as part of the application process. As part of the interview process the role of the new staff is explored both formally and informally. Upon appointment to the post successful candidates receive further documentation about the school that is directly related to their role. The first day(s) in post form part of the induction process. The induction programme, dependent on the employee’s position, may consist of regular meetings over a prolonged period to ensure an awareness of all aspects of the post.

Further professional development, for all colleagues, is available throughout their employment period. A variety of training methods are employed from peer mentoring through to support for staff who wish to obtained further qualifications in an area either directly associated with their role or in a direction they would like to consider their career developing.

20.2. Induction of New Staff

The majority of new staff are employed from the start of the academic year and a formal induction programme is put in place for members of the boarding, teaching and admin teams. The programme involves a day before term starts where key aspects of the school policies and practises are outlined including Health and Safety, Safeguarding, Fire training (and Fire Warden training for boarding staff) and the role of the medical centre. The initial day is followed up by weekly meetings throughout the Michaelmas Term; further sessions on Safeguarding and Health and Safety as well as explorations of the role of the Chaplain, the School Counsellor and the Learning Support teams are included. If members of the boarding, teaching and admin staff join the school part way through the year an induction programme is put in place to meet their needs; this always involves Health and Safety and Safeguarding.

Staff from other employment groups receive induction training related to Fire Prevention and Evacuation procedures as well as Safeguarding. Additionally individual induction procedures related to specific jobs are provided as necessary.

All new staff are assigned a mentor to support them in their first weeks in school. The mentor is someone who has a similar job but from a different area of the school.
20.3. Staff Training Days

Throughout the academic year five staff training days are scheduled. The content of the days vary but are
designed to reflect the school’s aims and development objectives. Time is allocated to permit meetings of
pastoral teams, academic teams as well as whole staff forums. The training days are always attended by
boarding, teaching and admin staff as well as some of the other support groups as relevant.

20.4. Newly Qualified Teachers

All newly qualified teachers (NQT) are automatically enrolled onto the ISCtip for the first year of their
career. The procedures adopted follow those of the ISC. Part of the process involves the NQT attending three
external training days.

20.5. External Training

A budget is allocated each year to permit external training courses to be attended. These are assigned in
line with the school’s aims and objectives. For courses that lead to a professional qualification, a proportion
of the cost will be met by school and the remainder by the recipient. When several colleagues request
courses necessitating greater fund allocations than may be available in a given year, a rolling programme is
agreed with line managers advising priorities.

20.6. On-line training

Wherever possible colleagues are encouraged to consider on-line courses as they offer greater flexibility,
less absence from school, reduced funding with no travel costs and at times permit other colleagues to
follow the session.

20.7. Internal professional development

Colleagues are encouraged to learn from their peers. Work shadowing; lesson observation; pupil tracking;
mentoring and coaching are all facilitated wherever possible. As part of the Appraisal process all colleagues
are encouraged to identify such training opportunities to enhance their own professional development.

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