

# **THE SUTTON SCHOOL WORKFORCE DEVELOPMENT STRATEGY**

*Ensuring the highest possible professional development opportunities for all who work in Sutton schools*

This Strategy has evolved from the CPD Strategy created in 2003 and included in the AIS CPD Folders of 2004 and 2005. The Strategy has now been expanded to give greater emphasis to the development of leadership in schools and also to encompass the professional development of all support and administrative staff.

*“A learning organisation is an organisation that is continually expanding its capacity to create its future” (Senge)*

## **Key Principles – Quality, Entitlement and Partnership**

1. Sutton is fully committed to ensuring high quality continuing professional development (CPD) and leadership development for all staff working in its schools and other educational establishments.
2. Sutton believes that the most efficient and effective development of CPD for all staff in Sutton will result from harnessing and co-ordinating the work of the many different bodies currently providing forms of CPD, particularly the capacity for mutual support between Sutton schools.

## **Rationale**

*Sutton is committed to high quality continuing professional development and leadership development for all school staff because it believes that:*

- the quality of the staff working in our schools is fundamental to the standard of education provided to pupils in those schools. High quality CPD improves the performance of all such staff and thereby raises the quality of the service offered to pupils in Sutton.
- good professional development has a powerful and beneficial effect on the ethos of any school, generating a culture of support and encouragement. This ethos will help attract and retain good staff in Sutton schools
- high quality CPD (linked to effective performance management, school self evaluation and school improvement planning) is central to enabling our schools to develop their autonomy and become more successful organisations
- the most effective organisations are those that contain individuals at all levels who are capable and confident in their roles as leaders. Leadership development in Sutton will help to make our schools more flexible, dynamic and effective.
- every school and every Local Authority (LA) has a shared responsibility to contribute to the development of the teaching profession and ancillary educational professions in order to ensure the sustainability of the school workforce in the UK today.

## Further principles underpinning the Sutton approach to School Workforce Development

1. All members of staff have an entitlement to continuing professional development.
2. CPD should include leadership development appropriate to each member of staff's present role and their identified future roles.
3. Individual members of staff have the responsibility to pursue their own professional development needs within the context of their school's current situation. Effective members of staff will take ownership and give high priority to their own professional development.
4. Schools and other organizations have responsibility for: identifying the CPD and leadership development needs of individual members of staff; relating these to the priorities identified in the current School (or Organisation) Improvement Plan; helping members of staff to find the most appropriate form of CPD to meet their needs; budgeting time and funding to allow the CPD process to take place.
5. Good CPD and leadership development requires time and effective procedures to identify and prioritise individual and institutional needs.
6. The CPD provided must be of high quality and must be carefully matched to the needs of the audience.
7. In schools, the primary focus for CPD and leadership development should be on raising standards in the classroom through enhancing pupil learning, but CPD can also support broader professional skills such as working with external partners.
8. There should be a wide range of types of CPD opportunities available to suit different needs. For example teachers often learn best working alongside other professionals in the classroom. **(See Forms of CPD list in Appendix 2)**
9. Information communication technology (ICT) should play a central role, in order to support opportunities for self-learning at times and places to suit every individual requirement.
10. The LA, schools and individual members of staff should be aware of the full range of CPD opportunities that are available.
11. Equality of opportunity should be fundamental to all aspects of CPD.
12. Regular and effective monitoring and evaluation is essential to ensure that CPD makes the maximum impact. Both individual CPD provision and the overall CPD process in schools and the LA must be rigorously and regularly monitored. Evaluation and monitoring must inform future planning. **(A possible framework for evaluating a school's practice in terms of CPD is provided in Appendix 3. The self evaluation instrument to be used for evaluating the Strategy as a whole is included as Appendix 4)**

***In accordance with these principles, the following are the objectives of the Sutton School Workforce Development Strategy which will form the basis of the on-going monitoring and evaluation of the Strategy:***

1. To develop and sustain a consensus view about CPD and leadership development in Sutton
2. To ensure that the Sutton School Workforce Development Strategy is coherent with other elements of LA policy and planning and takes account of national policy development
3. To ensure that the CPD and leadership development available in Sutton is wide ranging and matched to the needs of all teaching and support staff
4. To ensure that the CPD and leadership development available in Sutton is of high quality
5. To ensure good awareness in Sutton schools and amongst Sutton staff of all local, national and regional initiatives, programmes and funding opportunities relating to CPD
6. To develop the role of the school CPD leader through support including regular CPD leader network meetings
7. To encourage the development of good practice in relation to CPD in all Sutton schools
8. To foster initiatives which promote schools learning from each other
9. To share good practice through network meetings
10. To promote equality of access to CPD for all teaching and support staff
11. To regularly review the CPD offer so that it is swiftly responsive to schools' needs
12. To monitor and evaluate the overall development and impact of CPD in Sutton

**Monitoring and evaluation of the School Workforce Development Strategy**

On-going monitoring of the School Workforce Development Strategy will be through the following procedures:

- The Sutton Workforce Development Strategy Group will meet at least termly and more often if necessary. At each meeting of the Group the Assistant Head of School Improvement and the School Workforce Development Adviser will present a brief report on recent developments and on the evaluations of recent courses/programmes.
- The Sutton CPD Leaders termly meetings will also receive a similar report.
- The monitoring process for the Sutton Education Improvement Plan, which takes place each summer, will also be applied to the School Workforce Development Strategy since it forms Activity A4.3 of the EIP.

Evaluation of the School Workforce Development Strategy will take place annually during the summer term. The Sutton School Workforce Development Strategy Group will use the self-evaluation framework (**see Appendix 4**) to form a view about the areas of strength and weakness within the Strategy. An external consultant will be employed to validate this self-evaluation.

## **Key elements and players contributing to the Sutton School Workforce Development Strategy**

***Sutton recognises the vital importance of partnerships and networking across all Local Authority services to achieve continuing improvement. These working partnerships will be particularly significant in the delivery of the Every Child Matters agenda.***

***The following groups and organisations will have significant roles to play in the development and implementation of an effective School Workforce Development Strategy in Sutton.***

- The Sutton School Workforce Development Group (*see Appendix 5*)
  
- Sutton Headteachers and deputy Headteachers
- Sutton schools' CPD leaders
- Sutton AIS advisers and inspectors acting as consultants
- Managers and providers of the Sutton central training programmes
- Specialist schools in Sutton
- Training schools in Sutton
- Advanced Skills Teachers in Sutton
- The National Primary Strategy in Sutton
- The National Secondary Strategy in Sutton
- Sutton Governors' Support Services
- The Sutton CYPP Joint training Group
- Learning reps from relevant Trade Unions and Professional Associations
  
- The National College for School Leadership (NCSL)
- The Training and Development Agency (TDA)
- The Specialist Schools Trust
- London Challenge
- The Learning & Skills Council (LSC)
- Further and Higher Education Institutions
- Training provided by Professional Associations and Trade Unions
- CPD from commercial organisations such as exam boards

A major part of the Sutton School Workforce Development Strategy will be to ensure a full and complementary contribution from each of these groups or organisations to the development of all school staff in Sutton.

## Appendix 1

### ACTIONS IN THE FIRST YEAR OF THE SUTTON SCHOOL WORKFORCE DEVELOPMENT STRATEGY

	<b>ACTION</b>	<b>TIMING</b>
1.	Establish the Sutton School Workforce Development Strategy Group	April 05
2.	Draw up the Sutton School Workforce Development Strategy document	April-June 05
3.	Establish monitoring and evaluation criteria for the Strategy	May-June 05
4.	Ensure widespread knowledge of and agreement with the Strategy	June-Sept. 05
5.	Establish the infrastructure in LfL to support the Strategy – School Workforce Adviser, administrative support etc.	May-Sept. 05
6.	Undertake needs analysis to identify gaps in present provision in Sutton	April-July 05
7.	Identify most appropriate providers to meet these gaps and agree with providers which organisation will meet which need	April-Oct. 05
8.	Identify priority areas where gaps exist	May-Sept.05
9.	Take action to ensure provision in these priority areas	May- Oct. 05
10.	Publicise the available provision to all school staff in Sutton	Sept-Oct 05
11.	Monitor quality of provision by Sutton LA and other bodies	Ongoing Sept-July reporting termly
12.	Conduct annual self-evaluation exercise against Strategy objectives	April-July 06

## Appendix 2

### Forms of CPD

High quality CPD and leadership development can take a variety of forms some of which are listed below although this list is on no way exhaustive:

- Accredited courses leading to professional qualifications
- School based INSET activities
- LA centrally organised courses
- Other external courses
- Support from LA advisers or external consultants
- Support from ASTs from other schools
- Observation of other staff at work in the school
- Feedback following observation by other members of staff
- Team planning
- Membership of a working party
- The 'learning conversations' that occur on a daily basis
- Curriculum and policy development work
- Interim/temporary leadership opportunities
- The performance management process
- Being a member of a range of teams
- Reading and private study
- The pursuit of action research
- Inter-agency training
- International visits to view educational practice elsewhere
- Whole school, team and individual evaluation activities
- Taster days
- Coaching and mentoring staff
- Visits to other schools to observe or discuss practice
- Shadowing colleagues
- On-line training

## Appendix 3

***Sutton LA is committed to encouraging schools to adopt best practice in CPD.***

***In our view this means that:***

- the school has a CPD policy and that this policy is known to the whole school workforce and regularly updated in the light of new initiatives.
- there is full integration between the school's performance management system and its arrangements for CPD so that all staff are assisted in identifying their CPD needs as part of the annual performance review process
- there is full integration between the school's development planning process and its arrangements for CPD
- there is an ethos of continuous learning within the school workforce
- there is a school leader for CPD, with a clear job description and opportunities for this post holder to keep abreast of new CPD initiatives
- information about CPD opportunities is disseminated to all teaching and support staff and equality of access to CPD is actively promoted.
- a wide range of possible CPD activities is recognised and promoted e.g. visits to other schools, non contact time for CPD, mentoring, peer observation, support from beacon schools and ASTs, support from Sutton AIS staff, central courses
- there is an annual training plan which offers opportunities for the whole workforce to engage with CPD activities related to their individual needs and the school improvement plan
- there is external accreditation for the school's professional development systems such as that provided by Investors in People.

**These principles of good practice could form the basis of school self-evaluation of its CPD and leadership development. They would also form the basis for any monitoring of schools' practice by the LA.**

**Appendix 4**

**Self-Evaluation Framework for the  
Sutton School Workforce Development Strategy**

Strategy Objective	Grading Scale 1-4	Evidence of progress and good practice or weaknesses relating to this objective
1. To develop and sustain a consensus view about CPD and leadership development in Sutton.		
2. To ensure that the Sutton School Workforce Development Strategy is coherent with other elements of LA policy and planning and takes account of national policy development.		
3. To ensure that the CPD and leadership development available in Sutton is wide ranging and matched to the needs of all teaching and support staff.		
4. To ensure that the CPD and leadership development available in Sutton is of high quality.		
5. To ensure good awareness in Sutton schools and amongst Sutton staff of local, national and regional initiatives, programmes and funding opportunities relating to CPD.		
6. To develop the role of the school CPD leader through support including regular CPD leader network meetings.		

7. To encourage the development of good practice in relation to CPD in all Sutton schools.		
8. To foster initiatives which promote schools learning from each other.		
9. To share good practice through network meetings.		
10. To promote equality of access to CPD for all teaching and support staff.		
11. To regularly review the CPD offer so that it is swiftly responsive to schools' needs.		
12. To monitor and evaluate the overall development and impact of CPD in Sutton.		
<b>OVERALL JUDGEMENT ON THE PROGRESS OF THE SUTTON SCHOOL WORKFORCE DEVELOPMENT STRATEGY</b>		

**Gradings:**

**Grade 1 = excellent; Grade 2 = good; Grade 3 = satisfactory; Grade 4 = inadequate**

For each of the Strategy Objectives set out in this table, a set of subsidiary questions has been created to assist those collecting evidence of strengths and weaknesses and making the 1-4 judgements.

## Appendix 5

### THE SUTTON SCHOOL WORKFORCE DEVELOPMENT STRATEGY GROUP

This Group was established in April 2005 to oversee the creation, implementation, monitoring and evaluation of the Sutton School Workforce Development Strategy.

The membership of the Group is representative of both those groups of staff who the Strategy is intended to benefit and also those groups within the LA who are the main providers of CPD and training.

At present (September 2005) the membership of the group is:

LfL ASSISTANT HEAD OF SCHOOL IMPROVEMENT
LfL SCHOOL WORKFORCE ADVISOR
LfL RECRUITMENT STRATEGY MANAGER
LfL TRAINING & DEVELOPMENT MANAGER
A SECONDARY HEADTEACHER
A PRIMARY HEADTEACHER
A SPECIALIST SCHOOLS HEADTEACHER
TRAINING SCHOOL (Sutton Consortium)
TRAINING SCHOOL (Cheam)
AN ADVANCED SKILLS TEACHER
A SECONDARY SCHOOL CPD CO-ORDINATOR
A PRIMARY SCHOOL CPD CO-ORDINATOR
SUTTON NATIONAL SECONDARY STRATEGY MANAGER
SUTTON NATIONAL PRIMARY STRATEGY MANAGER
A PRIMARY ADMINISTRATIVE OFFICER
THE TDA REGIONAL ADVISER