Cedar Park School & Nursery

Be kind ★ Be inspired ★ Believe

Our Commitment to Staff Growth.

We understand that teaching is an ever-evolving profession, and it is imperative that schools invest time and energy into developing their staff teams. *'To ensure all teaching is at least good'* will always be on our School Improvement Plan. Cedar Park's ongoing professional development model includes the following elements:

Classroom Practice:

- Instructional Coaching based approach. Teachers and leaders set goals collaboratively and coaching helps teachers to develop in that particular area.
- *I Teach, We Teach, You Teach*. This is a method of coaching that can be used with ECTs and more junior teachers working on specific areas.
- Modelling of good practice facilitated by senior or experienced staff.
- Opportunities to visit schools both within and outside of the Chiltern Area Partnership (CAP). A Good Practice Register has been developed by CAP.
- Shared reading material, that forms the foundations of our INSET materials.
- Research based approach to delivery of staff training.
  1. What does research tell us?
  2. How does that fit into our school for best impact?
  3. How can we successfully implement that at Cedar Park?
- Mentor for ECTs.
- A supportive performance management system that builds in personal and purposeful targets.

Subject Leadership:

- Subject leader networks as part of the Chiltern Area Partnership.
- Being part of our four-part model of subject leadership development:
  1. Rebel Meetings- an opportunity to discuss your subject with senior leaders and other staff, to help build a live action plan.
  2. Subject Audits- observing learning, talking to pupils and looking at books, in conjunction with the curriculum leader.
  3. Subject Release Time- focused release time to action key things that come out of Rebel Meetings or Audits.

4. Informal 1:1 time with subject curriculum leader- a chance to discuss anything surround each subject.

- A supportive performance management system that builds in personal and purposeful targets.
- 'Bridging Through EYFS to Y1' meetings held between EYFS Leader and subject leaders.
- Commitment to sending subject leaders on the Teacher Courses and Resources (TCR) subject leadership training.
- A commitment to staff enrolling on the NPQ programmes.
- Opportunities for more junior staff to lead staff meetings or to model effective learning.
- Opportunities for subject leaders to visit other schools.
- CAP subject network meetings.

Senior Leadership:

- Regular catch ups with the Headteacher to discuss ideas, school improvement priorities and challenges.
- A supportive performance management system that builds in personal and purposeful targets.
- A commitment to staff enrolling on the NPQSL and NPQH.
- Opportunities to visit Outstanding provisions in different parts of the country.