St Cyprian's Greek Orthodox Primary Academy

Staff & Governor Development Policy

Implemented: July 2026

Reviewed and ratified by Full Academy Trust:

Date: 15th July 2026

Signed:

Name: PETER TRAGOULIAS

Position: Chair of Finance Audit & Risk Committee

Date of next review: July 2027

Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in core subjects, enriched by the progressive teaching of the Greek Language and Christian Orthodox Religion. The children will be equipped with the knowledge skills and spirituality to enable them to achieve their full potential and prepare them for successful transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

Purpose

- To raise the quality of professional knowledge, skills and understanding and, ultimately, the quality of teaching and learning.
- To give all staff equal access to development opportunities.
- To ensure that the knowledge, skills and understanding of staff meets the needs of the school as identified in the School Development and Improvement Plans.
- To enable staff to develop professionally.
- To raise awareness to external changes and provide opportunities for staff to adopt them.
- To maximise the use of staff.
- To provide development opportunities for governors for them to be effective in their strategic role to support of the school

Objectives

- To use the existing expertise, specialism and experience within the staff.
- To use outside agencies when appropriate – fully utilise the opportunities available through any grants.
- To recognise the training needs of the school.
- To consider personal professional development and enable staff to meet their individual objectives as set out in their performance management review.
- To recognise statutory training requirements determined by new initiatives and renewal.

Key roles and responsibilities

- The CPD Coordinator is responsible for overseeing the administration of CPD and training at a strategic level and for liaising with the Headteacher and Governing Body to report on the provision and impact of CPD.
- Phase Leaders and subject co-ordinators are responsible for identifying training needs across their Phases and subject areas.
- Members of staff are responsible for identifying their own training needs in response to their own practice.

Identifying needs

- Individual – these should be identified as part of the performance management process, and by the member of staff in response to their own practice. Individuals should also consider their longer term career aspirations and identify needs arising from these.

•Organisational – these may arise as the result of new legislation and policies, or as part of the wider school improvement plan (SIP). They should be considered by the Governing Body and Headteacher and factored into long term strategic planning.

Leadership and Management of CPD

Supporting a range of CPD activities the school will promote a wide portfolio of CPD approaches in an effort to match interests, career development and preferred learning styles of staff and to maximise the impact on improving teaching and learning within the school. These CPD approaches may include:

- attendance at a course or conference;
- in-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise;
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills/SLE or lead teacher;
- school visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school;
- secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with governing body;
- shadowing opportunities to observe experienced colleagues in another setting;
- opportunities to participate in award bearing work from higher education or other providers such as the National College for the Leadership of Schools and Children's Centre;
- research opportunities;
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network, become involved in local and national networks;
- job enrichment/enlargement, e.g. a higher level of responsibility; front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- partnerships, e.g. with a colleague, group, subject, phase, activity or school- based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network, Network Learning Community;

Training will be provided using a reasonable balance of the following criteria: -

i) Statutory priorities.
ii) School priorities.
iii) Personal priorities.
iv) Financial constraints.
v) Staffing constraints.

All staff who undertake training beneficial to whole school development are expected to feedback at either department or whole school level.
Priority is given to staff with qualifications that are statutory and need to be regularly updated e.g. Health & Safety qualifications such as First Aid certification.

Leadership and Management Development

The Senior Team meet regularly to discuss issues relating to the organisation, progress, management and smooth running of the school
Staff development for Senior team includes –
a) Opportunity to plan, develop, monitor and evaluate school improvement initiatives.
b) Discuss and resolve issues relating to the school curriculum, ethos, personnel and community
c) Respond to LA and national initiatives at a school level
d) Encouragement to participate in the LA & National College CPD opportunities for career progression e.g. NPQH, Leading from the Middle, Leadership Pathways, Aspirant Leaders
e) Opportunity for succession planning e.g. shadowing, 'acting up' and mentoring/being mentored

Evaluation of CPD activities

In order to ensure that training activities are efficacious to staff and pupils, CPD activities will be evaluated on an individual, Phase, subject and whole school basis. Evaluations will measure the following:

- Pupil and school attainment
- Improved teaching and learning
- Increased pupil understanding and enthusiasm
- Increased staff confidence
- Recruitment, retention and career progression/promotable staff

Evaluations will take place with the following frequency:

- Staff members will evaluate individual CPD and training activities as they undertake them.
- Staff members are responsible for disseminating relevant professional development to the school community.
- The CPD Coordinator will evaluate whole school CPD and training annually.

Governor Development

The Governing Body receive an induction programme on appointment which includes an information pack, a tour of the school and support with an established governor.

The information pack comprises

- National Governors Association Statement on Governance
- OFSTED Expectations of Governors
- St. Cyprian's Model for Effective Governance
- St. Cyprian's Code of Practice for Governors
- Effective Questions for Governors

New appointees should also attend the LA's training for new Governing Body members, ideally within a term of their appointment.

The Governing Body members are required and encouraged to develop their own knowledge and skills through LA provided courses which the school buys into

Governors are to complete the annual skills assessment survey and make known any training needs they may have so these can be addressed as appropriate in order to ensure effectiveness in the role.

Governing Body training will be arranged periodically as needs arise or particular issues are identified.