



ETC International College

Staff Training & Development Policy

December 2023

Overview

ETC aims to continuously improve the quality of the service provided to its clients by working in partnership with its staff to develop essential skills and practices that can enhance the learning experience for students and increase the level of job satisfaction derived by staff members.

ETC encourages staff to attend regular staff meetings, internal INSET sessions and external training courses whereby these skills and practices can be developed. Teaching staff will also be observed teaching periodically and feedback from these observations as well as feedback from student questionnaires will be handled in a sympathetic and constructive manner.

Staff training and development is one of the areas that should be discussed at each staff member's yearly appraisal meeting (ordinarily in November / December), though there should be the opportunity to discuss this informally throughout the rest of the year. Please see more information in the [ETC Appraisals Scheme](#).

Staff training and development is seen as vital in order to ensure that staff have the skills that they need to offer a continuously improving service, for the college to remain competitive, as well as to maintain staff morale.

As a result, there is an ongoing, very successful programme of INSET sessions run by the Director of Studies, Head of FEHE, the Training and Development Director and other members of the academic teams for the teaching staff.

The management greatly appreciate the efforts of all those who run the sessions and attend the sessions as a participant, because the enhanced skills and teaching techniques gained through these sessions result in generally excellent feedback from students (as evidenced in student questionnaires).

Large numbers of the teaching staff also participate in external training courses throughout the year, including attendance at English UK and / or RALSA training sessions and presentations and online webinars, when possible.

ETC will continue to support staff training and development by retaining its own programme of INSET sessions and funding selected external training offered by recognised providers. This programme has been very successful and the management very much appreciate teachers' enthusiasm for the series of INSETS that have been programmed.

Focused training is arranged for certain staff members as a result of individual needs identified via the ETC Appraisals system and / or lesson observations / staff and student feedback and with reference to college requirements. Several staff members have attended a First Aid at Work course, Fire Marshal Training and all staff members have attended Safeguarding courses at a level appropriate to their roles (ie Basic, Advanced, Specialist). Additional training is arranged for certain staff members on a case-by-case basis and as appropriate to their roles.

Training and Development Policy

All the staff and Directors of ETC fully support this policy and are committed to developing everyone within the school to enable individuals to achieve their full potential in line with the overall aims of the school and within budgetary constraints.

The success of the school depends to a significant extent upon the contribution of its team members. In this respect, the college is committed to retaining British Council accreditation.

The college will therefore ensure that all staff:

- are equipped with all the necessary underpinning knowledge and skills to perform their roles competently.
- maximise their individual potential.
- have the opportunity to work towards (and where appropriate, achieving credits for) relevant awards such as vocational qualifications, First Aid Certificate, Cambridge DELTA, etc.
- are provided with a culture that encourages self-development.
- who are new to the school, or change their role, have an induction programme.

ETC is an Equal Opportunities employer and therefore all decisions about training and development will be made irrespective of gender, race, colour, disability, marital status, age or religion, etc.

The Roles involved in the Staff Development Process

The Directors and Management team are committed to providing the necessary resources within budgetary constraints for relevant and effective staff development and for promoting a staff learning culture. They are also responsible for evaluating the costs and benefits of development.

The Principal and Director of Studies are responsible for collating needs, planning and organising appropriate development activities, and maintaining up-to-date records of development.

The Line Managers and the Heads of Department are responsible for assisting in the identification of development needs of their staff, making recommendations and evaluating the impact of training and development activities. They are also responsible for coaching and mentoring staff as appropriate.

All staff are responsible for identifying their own training and development needs and making these known to their managers at the appropriate time. Following the completion of a training and development activity, they should review their learning with their manager and / or colleagues and be prepared to share key points with other staff through agreed means.

The Overall Development Process

Training Needs Analysis

Line Managers are responsible for regularly reviewing and agreeing training and development needs with each team member.

The first such formal analysis must take place at the end of the induction programme. This will be immediately before the end of the probationary period (see individual contracts) and thereafter as

part of an annual performance review. (ie. At the Performance Appraisal and any interim Appraisal Review meetings).

An overview of training and development needs will also be undertaken as part of the ETC Development Planning Process and Budget Planning Cycle.

In addition to the aforementioned elements, surveys, questionnaires, tutorials, informal colleague and student feedback, lesson observations (in the case of teachers), together with the overall aims of the school should feed into the Development Planning Process.

Staff members must be consulted and encouraged to assess themselves.

The Delivery of Training and Development

Each staff member will be encouraged to help devise a personal training and development plan that will record the agreed needs and desired outcomes.

The plan will include the following details:

- The training needs identified.
- The method of training for each need.
- The aim, objective, expected outcome and method of evaluation for each training need.

Methods for meeting the needs will vary depending on the individual, circumstances, resources, etc and may typically include one or more of the following:

- Assignment / project.
- Coaching / guidance on the job.
- Job rotation.
- Planned delegation.
- Mentoring.
- Work shadowing.
- Off the job training activity (INSET session – in-house or external).
- Open learning.
- Peer observation.

The methods should be discussed and the most suitable option agreed and recorded on the plan.

Evaluation

Each personal training and development plan should be reviewed regularly with the team member and updated at the performance review.

In addition, each training and development activity should be assessed and evaluated in terms of the outcome, detailed on their plan. A training and development evaluation should be completed prior to and after each activity.

- Did it achieve the desired result?
- What use has been made of the knowledge / skills learnt?
- What effect has it had on the aims of the school?
- Has this led to any unit accreditation or award?
- What further actions are required?

This evaluation should also examine whether the methods selected were the most effective.

The evaluation may take various forms, such as direct feedback, skills tests, observation of performance in the workplace, etc. and should be recorded on the form supplied.

The school management team (Director, Principal, Director of Studies, Head of FE HE, Business Development Director, Business Manager, Training and Development Director and where appropriate, the Senior Teachers) will evaluate the overall costs and benefits of the training and development spend at the end of the development cycle and the findings of this evaluation should be reported to the Directors.

The Induction of Newly-qualified Staff

Newly-qualified teachers will have a senior member of staff appointed as mentor / staff room buddy who will be responsible for the programme of induction. In most cases, this will be the Senior Teacher / Staff Room Buddy, but it could potentially also be the Line Manager / Department Head / Director of Studies or the Assistant Director of Studies.

The NQT will have an entitlement to:

- Meet regularly with the mentor.
- Observe the lessons of colleagues as appropriate.
- Close support and guidance throughout the first year of teaching.
- Take part in professional development activities.
- An opportunity to observe good practice in other schools.
- Be observed in the classroom and discuss such observations with the mentor (and the Director of Studies, where the mentor is another member of the teaching staff).

The Induction of New Staff

Staff who are new to the school will have a senior member of staff appointed as mentor. New staff will have the same entitlement as both NQTs and existing staff.

The Induction Programme

New staff and NQTs will devise a programme by negotiation with their mentor and / or line manager. Certain training sessions are obligatory.

Where possible, all new staff should be given the opportunity to visit the school prior to taking up their appointment. At this time, they will be provided with:

- A copy of the ETC "Company Handbook".
- A job description.
- Curricular documentation / brochure.
- Access to any relevant policies / procedures.
- Details of starting date, payment arrangements, etc.
- Detailed induction notes

They will also have the opportunity to meet other staff in their department.

At the start of employment, the new staff member will agree a series of meetings with their mentor. Initially, such meetings will deal with general information concerning administration, organisation

and school routines, raised either by the mentor or by the new member of staff. Time should be given to discuss “settling in”. It is expected that these meetings will be more frequent for the NQTs.

For all new staff members there will also be a discussion of the topics itemised on the ETC Induction Checklist.

Urgent matters relating to individual needs will take priority over the above topics.

Relief teachers

Relief teachers will receive a shortened Induction Programme delivered by the Director of Studies, Head of Department or one of the Senior Teachers.

Staff with new responsibilities

Newly promoted staff or staff moving into new roles will also receive a tailored induction into the new role.