

Bebington High School
Additional Needs Department
POLICY FOR IN-SERVICE TRAINING
(INSET)

INTRODUCTION

The Additional Needs Department's policy for INSET respectively incorporates policies concerned with INSET for department teachers, TA's, subject/class teachers, governors and the induction of newly-qualified teachers, and in all cases, wherever appropriate, follows the overall policy of the school. All teachers will at some point be directly involved in working with pupils with barriers to learning. Department staff accept that this is not an easy step for some teachers. Carefully structured and timed INSET can help to remove any anxieties that staff may have and will hopefully give them the skills and understanding that they need and encourage them to full involvement.

When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual and Departmental needs. There are three groups of people that need to be involved:

- (i) the Department Staff;
- (ii) those involved in staff development and training;
- (iii) those responsible for school management including the Governing body.

FUNDING

1. The Department receives support for training each year. The bid is closely allied to the Department's and the school's Development Plan. The budget received may be in the form of money or number of hours.
2. The Head of Department works with the Department to produce a detailed INSET plan via the DDP and PM. The focus is manageable and realistic to allow targets to be reached each term/year.
3. Extra hours for INSET are also available when the department is able to support Initial Teacher Training and New Staff Induction.

Typically classified as essential INSET provision is the attendance at courses, conferences and meetings concerned with:

- fulfilling an individual's targets for Performance Management
- completion of targets on the DDP

INSET provision typically classified as discretionary, includes:

- attendance at LA, regional or national conferences and meetings that are of interest and relevance;
- participation in courses leading to the award of a higher degree or some other qualification that is of relevance, e.g.

- a) Certificate in first aid
- b) HLTA
- c) SpLD PGCE

As a general rule, following their attendance at any INSET activity, all staff are required to disseminate any relevant information to their colleagues at a subsequent staff-meeting, or by some other means. In addition to the range of INSET provision that is external to the school, the department provides its own INSET, by, for example, training its staff to use some new or unfamiliar item of equipment or computer software.

All staff working within the department, are encouraged to attend any relevant INSET sessions as and when they become available. An open invitation is extended to all staff and governors to attend meetings and training on AEN issues organised by the Department and especially to the AEN link Governor.

The TA's will attend at least one department meeting per term and are expected to attend all INSET's that take place on allocated INSET days, if they are contracted to. All staff working

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within the Additional Needs Department receive a copy of the department meeting agendas and minutes.

THE INDUCTION OF NEW TEACHERS

New staff/Newly-qualified teachers joining the school, are provided with a Staff Handbook, full of information designed to help them to establish themselves reasonably quickly in the school. In addition all new staff are provided with a copy of the Learning Support Handbook, which includes medical, learning and behavioural IEP's.

As would be expected, experienced teachers in the department offer support to new teachers in every possible way. All new staff have an Inset session on AEN and are able to visit the AEN Office for further information when required. Particular attention is paid to our interpretation of the Code of Practice and to its subsequent implementation. During the monitoring and evaluation of the newly qualified teacher frequent use will be made of the following competences:

1. Subject Knowledge.
2. Teaching of a subject where support is given.
3. Assessment and Recording of Pupils' Learning.

The Professional Mentor and the relevant Head of Department will judge the completion of these competencies.

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