SPECIALIST EDUCATION SERVICES

Staff Support and Development Programme

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"The key to the ability to change is a changeless sense of who you are, what you are about and what you value."

(Covey, 1989, '7 Habits of Highly Effective People')

SES Avocet House Ltd (4926028), SES Turnstone House Ltd (7972485) and SES Kite Ltd (12634002) are subsidiary companies of Specialist Education Services Topco Ltd (13159680

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1 PREAMBLE

This programme has been designed to meet the developing needs of a multidisciplinary service. The word 'staff' should be read as including all staff employed at Avocet House, Turnstone House and SES Kite homes, regardless of role and responsibility.

Specialist Education Services recognises the principles and best practice associated with performance management for staff and seeks to provide for opportunities beyond those achieved in the maintained or independent sector. The Staff Support and Development Programme is designed to be the vehicle to achieve this. There will be appropriate variations across the employee team but these will not compromise or conflict with the principles and values outlined below.

Specialist Education Services recognises that the aims and objectives of SES CAN ONLY be achieved through PEOPLE

2 INTRODUCTION

The Staff Support and Development Programme (SSDP) describes the processes and structures intended to help individual staff with their professional development and career planning, to help ensure that the in service training and personal development of staff matches the complementary needs of individuals and SES, and to ensure that systems are responsive to both personal and professional needs. It is intended to promote discussion between staff with regard to improving the quality of service we offer.

In order to meet the needs of children and young adults in our care the support and development of the staff team as a whole, and the individuals within it, is of crucial importance. Specialist Education Services believes that staff support and development is a continuous process for all staff, whatever their role and responsibilities, from appointment to leaving. It is a reciprocal process of mutual benefit to individuals, groups of staff and the establishment as a whole, and involves a range of procedures and processes.

There is in existence a network of formal mechanisms as part of the Staff Support and Development Programme that starts with Interviews and moves through Induction and Supervision, which in turn links professional development planning and personal support. Communication systems and further training, illustrated by the range of staff meetings, consultations, handovers, debriefs, casework meetings and staff well-being facilitation, and the availability of extensive documentation on policy and practice issues, all underpin staff support and development. These are expressed diagrammatically in Fig.1 after section 5.4.

Similarly there is a range of informal support mechanisms built in to being part of a team that underline the shared responsibility of all staff to support one another.

To ensure our SES approach remains fit for purpose and continues to evolve with the organisation's needs, the Operational Director is currently leading a strategic review of the Staff Support and Development Programme. This review will evaluate existing structures, identify areas for enhancement and ensure best practice is embedded consistently across SES. The review is scheduled to conclude early 2026.

SES is committed to providing a comprehensive and equitable programme of staff support, development and training to enable all to fulfil their professional potential and contribute effectively to the organisation's aims. A central element of this commitment is the delivery of tailored individual Professional Development Meetings and Personal Support Meetings, which are aspired to be delivered at a 100% completion level for all staff. This individualised focus is complemented by the broader range of development and training opportunities offered through SES (as outlined above), ensuring that all staff are equipped with the knowledge, skills and resilience required to thrive in their roles. The frequency of individual meetings may not always meet the specified aspiration due to holidays, illness and Learning Centre term dates. However, staff should receive a minimum of six individual meetings per year.

3 PRINCIPLES AND VALUES

The following principles and values will be actively pursued and maximised:

- We will treat each other with dignity and respect
- We will communicate with each other in an open and frank manner
- We recognise that all our people want to do a good job
- We recognise that individuals want to know exactly what is expected of them
- Individuals will be recognised for their contribution
- We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes.
- We recognise that all individuals should have the opportunity to achieve their potential through agreed objectives, access to professional development and assessment of their performance.
- We recognise that all individuals should have the same opportunities regardless of age, gender, disability, racial or ethnic group, religious beliefs and background.

All staff are committed to continuous improvement demonstrated by:

- Defining the constant purpose of the organisation and the improvement of principles and values
- Ensuring that there is a continuous programme of education and self-improvement for everyone in the organisation
- Removing all the barriers that prevent improvement and open communication being achieved
- Ensuring that all their actions demonstrate the integrity of the principles and values.

The process of Staff Support and Development should be characterised by a commitment to:

- Approachability
- Personal interaction
- Constructive critical feedback
- Confidentiality
- Career guidance
- Reassurance
- Confidence building
- Team building
- Consultancy
- Input from external consultants
- Social gatherings
- Professional growth
- Opportunities to deal with personal issues
- A striving for high quality

These Principles and values underpin the Aims and Objectives of SES. It is recognised that any progress in a staff member's personal development will be to the benefit of SES as a whole, the staff team and the children themselves.

4 PROGRAMME OBJECTIVES

The objectives of the Staff Support and Development Programme are:

- To recognise and support effective practice among staff leading to personal and professional development.
- To provide an opportunity to discuss professional development and give constructive critical feedback and/or counselling when necessary.
- To identify and develop potential, talents and skills.
- To increase objectivity and fairness.
- To assist in planning.
- To assist and enable staff increasingly to undertake self-analysis.
- To identify areas for development
- To identify obstacles to improving performance in the service
- To identify training needs.
- To develop inter-staff dialogue.
- To raise standards in respect of children and young people's academic and personal development.
- To support discretionary decisions on the award of performance points

Our 'no limits" philosophy for children and young adults, applies equally to our staff team.

5 SCOPE OF THE PROGRAMME

5.1 COMMUNICATION STRUCTURES

The overall picture of the Staff Support and Development Programme includes a range of areas loosely described as Communication Structures and illustrated in Fig. 1. Many of these underpin a staff member's knowledge and understanding of their work and support their ability to do their job.

5.2 INTERVIEW

In our view Staff Support and Development begins with the interview process. Here the scene is set through discussion tasks and questions, with many issues being explored between candidates and the interview panel. All candidates whether successful or not are offered a full de-brief at the end of the interview process.

5.3 INDUCTION AND FOUNDATION TRAINING

This is the first layer of the Staff Support and Development Programme following appointment. The induction and foundation training period is the first six months of a staff member's employment when supervision is more intensive. Separate induction documents are available for all staff, specific to their role.

Broadly induction activities are of two types:

Workplace induction

This is a planned programme of activities to prepare and orient people who are new in post with SES. Workplace induction applies to all people starting a new role, whether as the result of an appointment, promotion, change in deployment or volunteering opportunity.

Introductory professional development

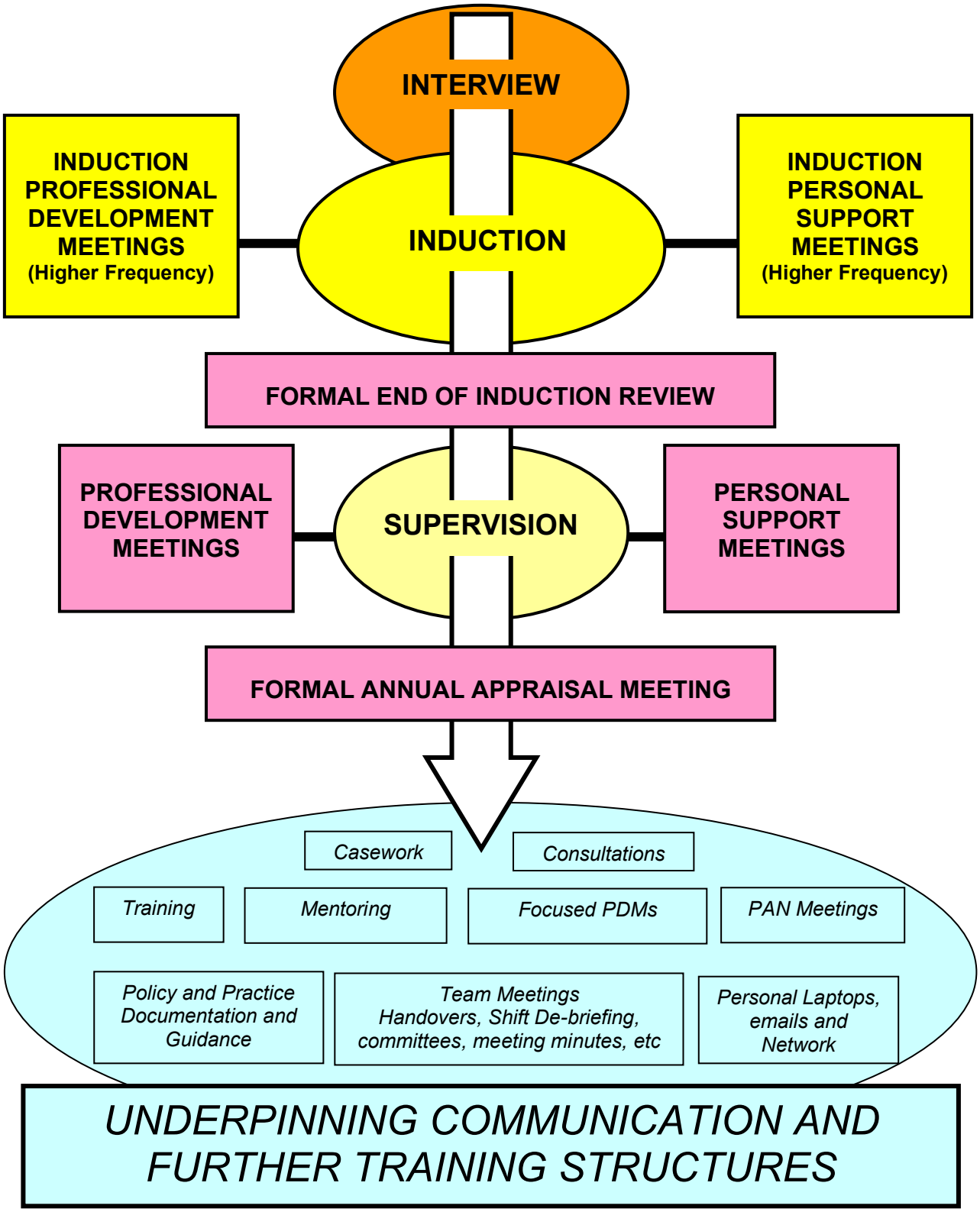
These are activities that support the development of essential knowledge and skills. Introductory professional development builds on workplace induction for new starters. It may also apply to existing workers, who need to develop essential knowledge and skills in relation to working with children, young people and their families, for example, as the result of a change of role.

5.4 SUPERVISION

During the six month probationary period a staff member will have high frequency induction, development and personal support meetings as scheduled and recorded in their induction pack.

Once out of the six month probationary period staff have monthly Supervision sessions, which alternate between Personal Support Meetings and Professional Development Meetings.
Figure 1

STAFF SUPPORT AND DEVELOPMENT PROGRAMME



6 PERSONAL SUPPORT MEETINGS

Everyone professionally involved in working with children or young adults with social, emotional and mental health needs to be able to reflect on the stresses and strains of their daily life. This is even truer when working in a residential environment. Often our children or young adults present extremely challenging behaviours and staff are required to respond with calm and sensitive care and intervention. Personal Support is therefore a very necessary part of what the staff team require. Naturally, informal personal support occurs every time we talk to another person about our thoughts, whether this is a friend, spouse, partner or colleague. However such discussion needs to be ensured as part of a formal arrangement and as such should be offered to all staff.

Equally, Personal Support Meetings help Line Managers do a better job in understanding and responding to the pressures on staff and staying in touch with staff feelings and the quality of support that management should be providing. Personal Support Meetings should enable the establishment to respond dynamically to the needs of the staff team in general and individuals in particular wherever possible.

Personal Support Meetings are designed to attend to an agenda driven by the staff member, where the Personal Support Partner can respond in a range of ways.

Specialist Education Services employ senior independent psychiatric and psychological consultants who offer guidance and therapeutic advice specific to young people's development. On rare occasions consultants may be asked to offer support to individual staff members but this must be discussed in advance with the Registered Manager or Head of Education and agreed by the SES Principal.

6.1 AIMS OF PERSONAL SUPPORT MEETINGS

These meetings should aim to:

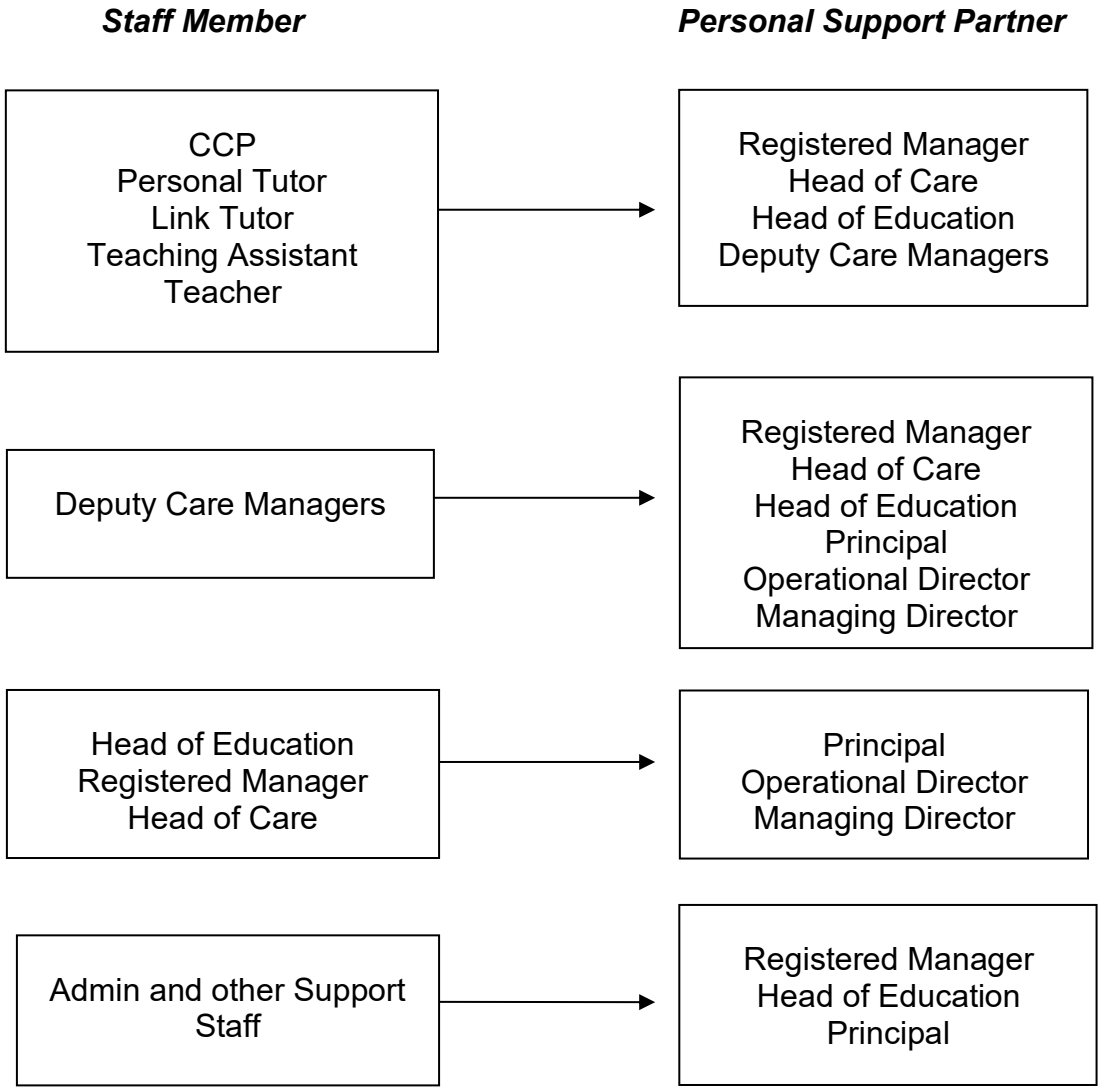
- Provide an open agenda on any personal and professional issues
- Provide a forum to address feelings aroused by working with other adults and children or young adults in stressful situations
- Help managers stay in touch with the quality and extent of support they should be providing
- Provide a safe and appropriate environment to 'safety valve' issues, instead of them "spilling out" in the work situation
- Be a relaxed occasion enabling supervisees to fully explore their ideas, feelings and attitudes.

6.2 THE PERSONAL SUPPORT PARTNER

A staff member's Personal Support Partner will be allocated by the SES Principal, in liaison with the Registered Manger and Head of Education, upon appointment but this is only intended as a starting point when individuals are new to the establishment and its operation. Changes can easily be made upon request, once the member of staff has settled in. Currently staff have the choice of Personal

Support Partner from among the range of people outlined in Fig.2 below. A change of Personal Support Partner can be requested through discussion with the Registered Manger or Head of Education.

Figure 2



6.3 CONFIDENTIALITY IN PERSONAL SUPPORT MEETINGS

What occurs in Personal Support Meetings should not be discussed elsewhere, except where the supervisee wishes it to be or if the Personal Support Partner needs to consult with their own line manager for advice, or the subject under discussion necessitates a response or action. Should this be the case it would be discussed with the supervisee beforehand and the confidentiality of such discussion would still be maintained. Any solely personal matters the supervisee wishes to discuss remain respected and confidential between the two participants.

Any disclosures from staff members concerning safeguarding issues whether in current or previous employment cannot be regarded as confidential and must be reported to the Registered Manager or Head of Education and passed on to the

SES Principal. The SES Principal is then responsible for ensuring that any such disclosures are fully investigated and recorded.

7 PROFESSIONAL DEVELOPMENT MEETINGS

Professional Development begins at interview and is a continuous process for a successful candidate from the moment they are appointed. After taking up a post staff are introduced to staff development through their own individual induction programme.

During the Induction phase professional development meetings (PDMs) should be focussed on the following agenda:

- Ensuring the team member is fully aware of procedures, structures, systems and documentation
- Going through specific documentation with them in meetings, e.g. Staff Handbook, Supporting Induction and Professional Practice in Care Roles, etc
- Reflecting on practice and their development
- Checking their understanding of operational procedures
- Becoming familiar with the professional core standards for their specific role

Any additional support required for individual employees arising out of the recruitment process will be incorporated into their professional development meetings and recorded in the normal way. This process will be evaluated at the conclusion of the probationary period, and a decision taken as to the level of future support required.

At the end of the Induction Programme a Professional Development Plan (PDP) for the next cycle will be drawn up. It will generally be based on discussion around the following points, which are indicative but not exclusive:

- Basic physical care of the children or young adults
- Activity organisation and management.
- Classroom performance for teachers and teaching assistants.
- Interpersonal skills with the children and young adults (motivation skills, intervention, control).
- Interpersonal skills with colleagues (individual, shift team, etc).
- Recording and administration (individual programmes, casework, contact with families, review reports).
- Interest and involvement in specific areas/projects/research.
- Reinforcing and supporting successful work.
- Handling day-to-day pressures.
- Feedback on and discussion of training.
- Professional Core Standards for their role (please see section 7.8 below)

This means that both parties need to prepare carefully for meetings. Formal professional awards and qualifications need to be discussed and may require additional support, e.g. Level 3 Diploma’s.

Staff Development is more than solving particular difficulties and problems. It also enables staff members to discuss enthusiasms and anxieties about their work and abilities.

Through the Induction and Foundation Training period staff should be familiar with thinking about their own development needs, but there are mechanisms to help staff more thoroughly address the process of reflection and self-evaluation in liaison with other colleagues and their Line Manager. (The Line Management relationships are given in Fig. 3 after section 7.1).

To aid development discussion the Line Manager is involved in the construction of the Professional Development Plan over what might be a series of meetings with the staff member. Elements that may aid reflection and self-analysis after the first twelve months in role potentially include:

- Personal Report – This form helps the staff member to think objectively about their job and their development before attending a development planning meeting. It will also form the basis for discussion between the Line-Manager and staff member prior to the first PDP being drawn up.

- Self-Evaluation Grids – These help to focus perceptions and self-analysis in the first instance and can also be used to research colleagues perceptions as development continues.

- Core Standards – See section 7.8

Other aids to self-reflection will be constantly explored in order to provide continued refinement of the programme.

The Professional Development Plan is drawn up by the member of staff with support from their Line Manager. All PDP's are reviewed on an annual basis via a formal evaluation process. Job Descriptions are reviewed annually as part of this process.

Drawing up the Professional Development Plan

- Staff Member and Line Manager meet to discuss current situation, any reflection/self analysis and likely point(s) of focus for development.
- PDP Objectives will cover student outcomes as well as ways of developing and improving staffs' professional practice.
- The range of objectives should match the nature of the job, including leadership or management areas as appropriate.
- The detail of the PDP is drawn up as in the format given later in this documentation.
- Observation of practice must be built into the PDP in some way.
- Line Manager prints draft version of PDP and consults with staff member. After this check over the final version is produced and signed.

Any disclosures during Professional Development Meetings from staff members concerning safeguarding issues (not previously known and explored) whether in

current employment or in previous employment must be reported to the Registered Manager or Head of Education and passed on to the SES Principal. The SES Principal is then responsible for ensuring that any such disclosures are fully investigated and recorded.

7.1 LINE MANAGER'S ROLE

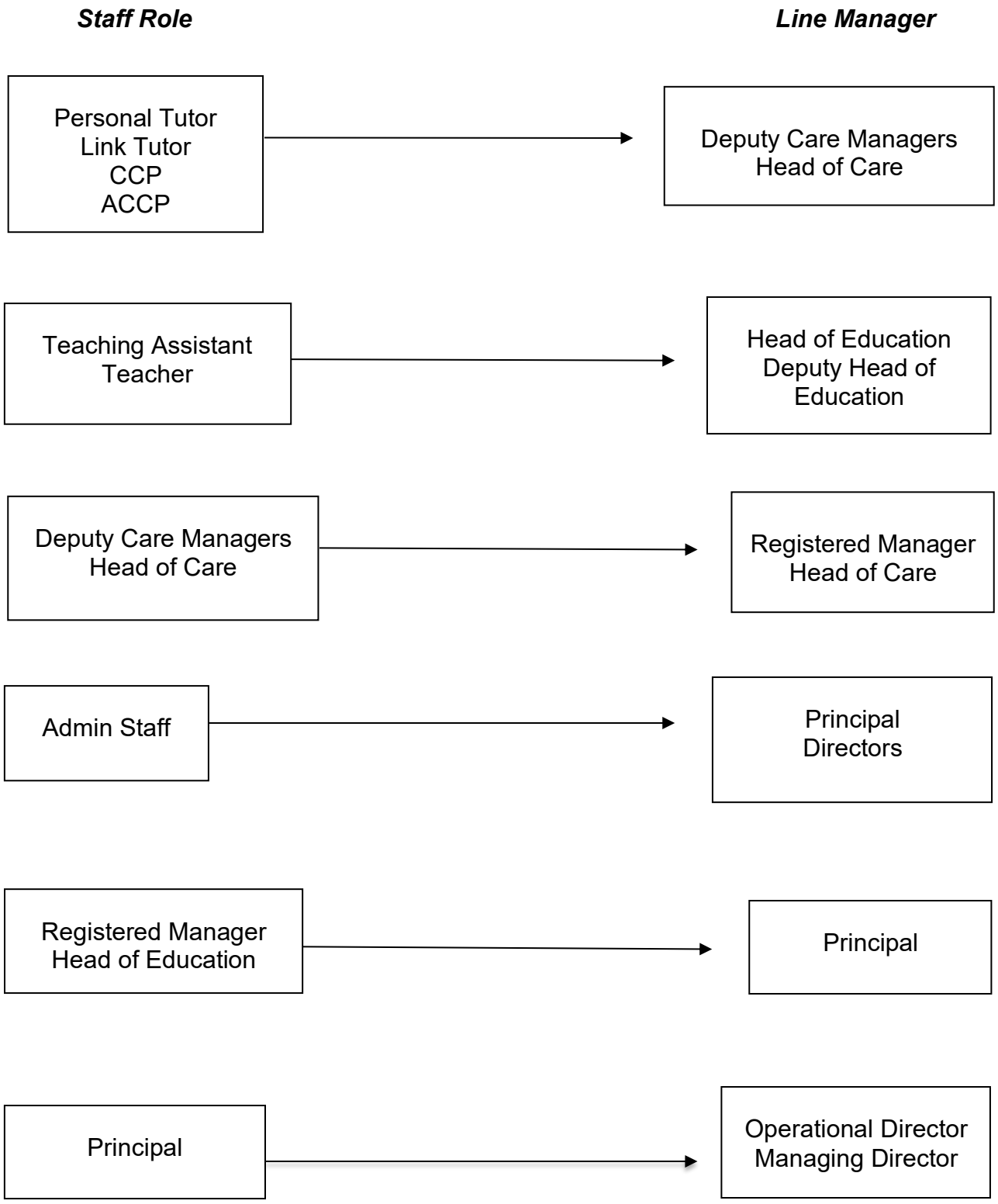
The Line Manager's role is a critical one because their support can help staff grow and develop to become more effective in their own right and contribute to team success. In this respect the Line Manager has a duty of care.

We will follow the following principles in discussing objectives:

- the Line Manager should ensure that the member of staff understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- objectives are written clearly and concisely;
- objectives should be flexible, measurable and challenging and should take account of the staff member's current situation and future career aspirations.
- objectives focus on issues/matters over which a member of staff has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils; and
- objectives for each member of staff should relate to outcomes for children or young adults, and any departmental or team plans as well as to his/her own professional needs.
- The Line Manager should record the objectives, which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the staff member has the right to make comments on the written record of objectives.

Learning opportunities should reflect the aspirations of the member of staff over and above the immediate demands of their job. They should be designed to help and not inhibit the staff member. The Professional Development Plan will include recorded action needed to support agreed objectives, to develop strengths and address areas for development or professional growth.

Figure 3


Staff Role
Line Manager
Personal Tutor
Link Tutor
CCP
ACCP
Deputy Care Managers
Head of Care
Teaching Assistant
Teacher
Head of Education
Deputy Head of
Education
Deputy Care Managers
Head of Care
Registered Manager
Head of Care
Admin Staff
Principal
Directors
Registered Manager
Head of Education
Principal
Principal
Operational Director
Managing Director

7.2 MONITORING PROGRESS

The member of staff and Line Manager will keep progress under active review throughout the year using observation of practice and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date. Feedback should take account of how much time the member of staff spends on different activities.

7.2.1 Observation

Observation of practice happens naturally as part of everyday working but there is also a need for more formal observation opportunities, from which the staff member has feedback.

Staff should receive a minimum of one formal observation of practice across the PDP cycle. This does not exclude conducting other formal observations in discussion and negotiation with the colleague involved where this is seen to be useful in the PDP process.

In planning all forms of observation, the following will apply:

- successful observation requires preparation and training, and a clear understanding on the part of the member of staff and Line Manager of its purpose
- the nature of the observation will depend on its purpose; this will be specified along with any particular aspects of performance being assessed
- it is important that the observer ensures that the lesson or activity proceeds in as normal an atmosphere as possible
- the intended duration of the observation will be agreed
- the usual notice period for formal observations within the Learning Centre will be 5 days
- observations within the Children's Home may be carried out without notice as part of normal monitoring structures
- full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done better or differently next time; verbal feedback should take place at the first opportunity following the observation, with written feedback being completed within 2 days of the observation
- observations should be conducted with professional integrity and courtesy
- observations are conducted in the best interests of the children
- information gathered should be treated with due regard to confidentiality.

The Line Manager should consult the member of staff before seeking to obtain information, written or oral, relevant to that member of staff's performance from other people.

7.2.2 Planning Professional Development Meetings

The purpose of the Professional Development Meetings is to ensure that the objectives described earlier in this document are met. Each session should address progress with the PDP and any other issues arising from discussion. The Line Manager's role is to help the staff member examine, research and develop their practice in line with the SES Aims and Objectives and their personal development needs.

It is the Line Manager's responsibility to see that dates for development sessions are placed in diaries at least at the minimum frequency.

The following are suggested points to aid thinking and discussion in staff development sessions and in planning PDP's. They are not meant to be exclusive, restrictive or exhaustive.

Physical Care of Children

- Appreciation of the need for an implementation of structured environment.
- Expectations of standards of behaviour.
- Attention to pupils clothing and personal hygiene etc.
- Awareness of state of House, cleanliness, repairs, etc.
- Creation of House identity and atmosphere.
- General management of House.
- Appreciation of the implementation of individual programmes and a personalised approach to supporting learning

Educational Care of Children

- Appreciation of the need for an implementation of structured environment.
- Expectations of standards of behaviour.
- Awareness of state of Learning Centre, cleanliness, repairs, etc.
- Creation of Learning Centre identity and atmosphere.
- Appreciation of the implementation of individual programmes and a personalised approach to supporting learning, including children's involvement in that process.
- Learning and teaching styles and approaches employed.
- Classroom performance: planning the curriculum, differentiation to individual needs, subject knowledge, assessment, etc

Interpersonal Skills with Children

- Quality of interaction and involvement with children.
- Intervention skills.
- Control; type of, how achieved, de-escalation, physical management.
- Relationships with children, communication, ability to give message of caring, individual and group work.
- Personal qualities displayed; tact, warmth, empathy, ability to listen, sense of humour, etc.
- Ability to enthuse and motivate children.

Interpersonal Skills with Colleagues and other Agencies

- Relationship with and support of families.
- Relationship with and support of colleagues.
- Communication with other agencies.
- Contribution to team and other Meetings/Training Days.
- Review Report presentation.
- Induction/training of new staff.
- Confidence levels.

Recording, Administration and Organisation

- Observation of behaviour; individual plans, incident forms, objectivity/specificity
- Review Report writing.
- Assimilating and passing on of information; log, handovers.
- Casework.
- Control and handling of cash.
- Stock/equipment control.
- Curriculum design.
- Clubs/Activities/Lesson preparation – organisation skills.

Interest and Involvement

- Commitment to SES philosophy.
- Active support for aims/objective's.
- Involvement and active participation in aspects of the day-to-day life of their establishment
- Enthusiasm and drive.
- Seeking and accepting opportunities for training.
- Loyalty/reliability.
- Willingness to improve/develop own professional skills.
- Evidence of ways to alleviate stress and tension.
- Punctuality.

Professional development meetings will also be underpinned by reference to the professional core standards at a level appropriate for the experience and knowledge of the staff member.

In conducting Professional Development Meetings, line managers must follow the agenda below:

1 Actions and follow up from last meeting

2 PDPlan/Core Standards and Annual Confidence Ratings / SES Way Code of Conduct

3 Children and YP

Essentially casework tied to role CC/LT/PT/DCM (child specific), CW (child generic), Learning Mentor (child specific)

4 Other Areas specific to role:

- Observations of practice
- Behaviour management/RPI
- Interpersonal skills – colleagues and children
- Admin, recording, personal organisation, time and workload management

5 Review and discuss role-specific organisational planner

6 Training since last meeting. Emerging needs.

7 Documentation (Updated/new, etc)

8 Sickness, absence, hours worked
Use of banked hours

9 Actions and follow up agreed for the next meeting

Above all the Line Manager is there to enable and facilitate staff's exploration of the professional role, their personal development needs and how they relate to the development needs of each establishment. He or she is purposefully trying to help to build staff confidence, experience and expertise.

The Line Manager's must ensure that the staff member understands what is expected of him/her and the extent to which they are fulfilling that requirement. The Line Manager needs to be aware of any obstacles that may prevent the staff member being fully effective in their job.

The Line Manager should be actively considering the provision of additional training or experience where needed for development.

7.3 REVIEWING OUTCOMES AND PERFORMANCE

The annual professional development review of the staff member's performance will use the recorded PDP objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following years cycle. All annual appraisals will reference the staff members professional development plan and relative performance against agreed objectives.

The focus of the PDP review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the member of staff 's control;
- Confirming action agreed with the member of staff at other reviews;
- Identifying areas for development and how these will be met;

- Recognising personal development needs; and
- Agreeing new clear objectives and agreeing a development plan for the year ahead.

The Line Manager should consider the member of staff's total contribution to the life of their establishment during the review. It should take account of the stage the member of staff is at in his or her career.

Within 5 days of the PDP review meeting, the Line Manager should prepare a draft written PDP evaluation recording the main points made at the review meeting and the conclusions reached, including any identified development and training needs. A job description and Personal Development Plan will be attached to this evaluation.

Once written, the Line Manager will give the staff member a copy of the evaluation and accompanying documents for comment. Within 10 days of the PDP review meeting, the Line Manager should:

- prepare and sign a final version of the PDP
- finalise the statement if required
- copy all documentation to the staff member

7.4 RESPONSIBILITY FOR REVIEWS

Careful consideration has been given to the practical arrangements for performance management. The SES Principal, in partnership with the Registered Manager or Head of Education decides who shall act as Line Manager for each member of staff based on; their role and responsibilities, a judgement about who has the best overview of the member of staff's work and their ability to provide support to staff. In doing this, the SES Principal has delegated responsibility to an appropriate Line Manager to ensure that each reviewer is responsible for a limited number of reviews.

7.5 TIMING OF REVIEWS

The Professional Development cycle is a continuous annual cycle and links in with the establishment's planning and development cycle:

- Current PDP formally reviewed between June and the end of August
- New PDP confirmed before the end of September

This links with, and informs, the relevant establishment's Development Plan.

7.6 CONFIDENTIALITY

The individual PD plan and the PD evaluation are personal and confidential documents and are kept in a locked filing cabinet. Data protection principles should be followed at all times.

7.7 ACCESS TO OUTCOMES AND WRITTEN PLANS

Staff Development Documentation

This is kept by the SES Principal and starts with personal details of the staff member's experience, qualifications and training prior to appointment. To this is added the Induction Record, Professional Development and Personal Support Meetings, Professional Development Plans and Evaluations, job descriptions, photocopies of certificates obtained, self analysis undertaken and ongoing training opportunities both internal and external. Although the documentation is securely kept and is confidential, the Line Manager will have a copy of the current PDP.

The Staff Development Documentation is retained whilst the staff member is employed by the company, and archived for reference writing.

7.8 LINKS BETWEEN PAY, CAREER STAGES AND PERFORMANCE MANAGEMENT.

The Staff Support and Development process automatically supports career progression in terms of the development of skills and knowledge and naturally links with and supports the annual appraisal process (See SES Pay Policy). It is anticipated that staff will progress within their pay range in relation to sustained and consistent performance and significant progress, demonstrating evidence that the staff member shows enthusiasm and drive in personal and professional development and growth.

7.8.1 Appraisals and Professional Core Standards

All staff receive annual feedback through an appraisal meeting that incorporates factors such as attendance, performance against professional development plans and success against their professional core standards. Appraisal records will provide written records of the appraisal discussion, including staff comments and pay recommendations.

Specialist Education Services have devised a comprehensive set of core standards for supporting the development of staff in professional care and education roles. They are currently available for SEN teachers, teaching assistants, Deputy Care Managers, Personal Tutors and Link Tutors. They provide a structured framework for developing knowledge, practice and skills in order to become more effective delivering the highest quality care and education. There are copies of each set of core standards available on each establishment's network, located in the staff forms and formats.

All operational staff will have at least one area linked to core standards as an area of focus in their professional development plan. On successful completion of their probationary period, PDP areas of focus for new staff are expected to be based on core standards. Core standards are discussed in every PD session, with additional focused meetings available if required. Through this process, staff will be supported to recognise personal growth in relation to core standards and identify areas for further development.

All staff must complete a core standards annual self reflection confidence rating prior to their annual appraisal, shared with their line manager. This allows staff to reflect on their annual progress, celebrate success and highlight areas for continued focus within professional development. Support and guidance will be provided to staff, with evidence gathered from daily practice, observations and feedback from young people and colleagues. A copy must be available for discussion within the annual appraisal.

It is an expectation that line managers attend annual appraisals for the staff they support, to ensure consistency and clarity of communication and an awareness of development requirements.

7.9 PERFORMANCE WEAKNESSES

If serious weaknesses are identified in a staff member's performance this will be dealt with outside the Professional Development structures and procedures will be invoked in accordance with the SES Grievance, Capability and Disciplinary Procedures document.

SES makes a clear distinction between performance management/appraisal and capability procedures with an informal stage before formal capability. If a staff member's performance is causing serious concern there will be an appropriate period of support, coupled with further meetings to review progress. The emphasis will be on trying to help the staff members regain satisfactory performance.

8 SES KITE: OPERATIONAL DIFFERENCES

The content and key principles of this document apply to SES Kite homes. There are minor operational differences due to the nature of the establishment.

- Professional Development and Personal Support meetings are combined for Support Workers, led by the Registered Service Manager of the home.
- A Support Worker may request a PSM with a member of the SES Senior Executive Group (Principal, Directors) due to potential conflict meeting with the Registered Service Manager.
- Any potential disclosures that occur within a PSM with the Registered Service Manager will be discussed with a member of the SES Executive Group.
- The references to children in section 7.2.2 can be transferred to young adults.

9 REFERENCE DOCUMENTATION

This Policy and Practice document was written with due reference to:

- The Education (School Teacher's Appraisal) (England) Regulations
- DfE Policy Guidance
- Performance Management Policy guidance from; NEU, NASUWT, ATL

This policy and practice document complies with discrimination legislation and should be read in conjunction with the SES Equality and Diversity Policy and Practice document.

10 APPENDICES

The example documents attached here for illustration refer to Avocet House. There are parallel documents for Turnstone House and SES Kite homes.

- Professional Development Meeting and Personal Support Meeting Recording Sheet

- Personal Report (example for Avocet House, format applies to all SES)

- Line Manager's Checklist for Professional Development Plan Review Meeting

- Personal Development Plan Outline and Example Plans

Specialist Education Services: Avocet House

PROFESSIONAL DEVELOPMENT MEETING/PERSONAL SUPPORT MEETING
(please highlight one of the above)

Staff Member:						
Date:		**Start time:**		**End time:**		**Duration:**
This meeting replaces the one scheduled for …… (date) which was cancelled due to						
Regular Partner		**New Partner**		**Non-regular partner**		*please tick box(es) as appropriate*
Training Record – *please list all training received since the last PD meeting and personal reflections*						
Professional Development Meeting Suggested Agenda: 1. Actions and follow up from last meeting 2. PD Plan / Core Standards and Annual Confidence Ratings / SES Way Code of Conduct 3. Children and YP - Essentially casework tied to role CC/LT/PT/DCM (child specific), CW (child generic), Learning Mentor (child specific) 4. Other Areas specific to role: Observations of practice, Behaviour management/RPI, Interpersonal skills – colleagues and children, Admin, recording, personal organisation, time and workload management 5. Review and discuss role-specific organisational planner 6. Training since last meeting. Emerging needs. 7. Documentation (Updated/new, etc.) 8. Sickness, absence, hours worked, use of banked hours 9. Actions and follow up agreed for the next meeting						

Staff member signature:	
PD partner's name:	
OR	
PS partner's name:	
Signature:	
Date and time set for next meeting:	

PLEASE TURN OVER TO RECORD A SUMMARY OF YOUR DISCUSSION

AVOCET HOUSE

Staff Support and Development Programme

PERSONAL REPORT

Staff Member:

The questions in this document are intended to help you think objectively about your development and will form a basis for discussion in your next development session prior to drawing up your new PDP.

a. Have your Professional Development sessions happened at the expected frequency? YES/NO
Comments.

Have you found these sessions productive and why?

b. Have your Personal Support Meetings happened at the expected frequency? YES/NO
Comments.

Have you found these sessions productive and why?

c. Do you have a clear understanding of the requirements of your post?
If not, specify the areas that are not clear.

d. Is your present job description a true reflection of your present role and responsibilities?
If not please state areas of work that have altered in any way.

e. What do you feel you have achieved this year?

f. Which aspects of your work have given you greatest satisfaction?

g. Which aspects of your work have given you least satisfaction?

h. Do you feel that your capabilities are fully used in your present job?
Can you suggest how you could make better use of them?

i. What changes can be made in your present job that would increase your effectiveness?

j. What opportunities have you taken for your own professional development during your current PDP?

k. What other development needs do you feel you have?

l. What do you see as your main development targets for the coming period?

m. What are your future plans? How do you see your career developing in the short term (about 2 years), and in the medium term (over 4 years or more)?

n. Are there any other factors affecting your work that you wish to discuss?

Line Manager's Checklist for PDPlan Review Meeting

Minimum 5 days advance warning of PDP review meeting	
PDP Review Meeting	
• reflect on achievements in last cycle – including performance criteria in last plan	
• ensure all evidence is available (e.g. PD Folder, core standards annual confidence rating)	
• identify any positive or negative influences on performance	
• consider support needs	
• consider impact of engagement in professional development	
• consider how far have the agreed performance criteria been met	
Preparation for next PDPlan	
• consider what the staff member would like to achieve for the next cycle (with reference to Avocet House/Turnstone House Development Plans)	
• consider professional standards (teachers) or competencies (Diplomas)	
• identify supporting PD	
• consider professional aspirations	
• consider job description	
Discuss proposed observations and timescales (3 per cycle or equivalent)	
Draft written PD evaluation record within 5 days of meeting	
• Attach job description and new PDPlan	
Within 10 days of the meeting produce final versions of evaluation, job description and new PDPlan	
Plan PD meetings as far in advance in the diary as possible (ideally 12 mths)	

SPECIALIST EDUCATION SERVICES

PROFESSIONAL DEVELOPMENT PLAN

Staff Development is *".....an experiential involvement by a (staff member) in the process of growing. This process is not short term. It is a continuous, never ending developmental activity."*

Cawood, J. and Gibbon, J. 1981

Team Member:			
PDPlan for the year/period			
From (month/year):		**To (month/year):**	

Please also sign on the last page

Area of Focus 1:

What is this area of focus about?

Agreed Actions

What actions are planned to help with this area of development?

Student Outcomes

What will be the outcomes for children as a result of the above actions?

Desired Outcomes for Staff Member

What will be the outcomes for the staff member (or others) as a result of the above actions?

Monitoring

How will this plan be monitored? How will we know what the outcomes are?

Timescale

Start date? Progress check when? Evaluated by when?

Area of Focus 2:

Agreed Actions

Student Outcomes

Desired Outcomes for Staff Member

Monitoring

Timescale

Area of Focus 3:

Agreed Actions

Student Outcomes

Desired Outcomes for Staff Member

Monitoring

Timescale

Signed:

Staff Member		**Date:**	
Line Manager		**Date:**	
Registered Manager/Head of Education		**Date:**	

PROFESSIONAL DEVELOPMENT PLAN EVALUATION

Team Member:			
PDPlan for the year/period			
From (month/year):		**To (month/year):**	
Date of Evaluation:			

Please also sign on the last page

Area of Focus 1: **Evidence and Evaluation** *(This must make reference to outcomes for staff member and students as described in the original plan)*
Area of Focus 2: **Evidence and Evaluation** *(This must make reference to outcomes for staff member and students as described in the original plan)*
Area of Focus 3: **Evidence and Evaluation** *(This must make reference to outcomes for staff member and students as described in the original plan)*

Signed:

Staff Member	**Date:**
Line Manager	**Date:**
Registered Manager/Head of Education	**Date:**