



**BUDMOUTH  
ACADEMY WEYMOUTH**  
AN ASPIRATIONS ACADEMY

## Developing the careers of staff at Budmouth Academy

Budmouth Academy places a high emphasis on developing the careers of all of our employees.

We want the very best out of our staff and we use every potential opportunity to provide the very best training for all our staff.



## Appraisal – Developing staff skills

The Aspirations Academies Trust is committed to effective performance management for all employees as a means to achieve our vision of creating a group of outstanding schools that radically improve our pupils' life chances. Staff Appraisal is recognised as a core component of effective performance management.

Our Appraisal process sets out the framework for a clear and consistent assessment of the overall performance of all Aspirations staff, also supporting their development within the context of the Aspirations' plan for improving educational provision and performance and the standards expected of staff.

**The entire Appraisal Process is underpinned by high quality training and opportunities for professional development.**



## Teachers' INSET and training

- 5 INSET days each year dedicated to the training and development of teachers.
- Department meetings which always include opportunities to share best practice and self reflection.
- Twilight and early morning training sessions designed to address the different needs of staff
- Robust and welcoming new staff induction process



## Our New Staff Induction Process

We invite all of our new staff to an induction day in the summer term, giving them a warm welcome, access to expert training in our systems and processes and quality time with their line managers.

- The induction process continues throughout the year with after school sessions focussed on our improvement plan priorities and delivered by our internal experts.
- We want to ensure that our new staff quickly become familiar with what we do and how we do it.



# Our Early Careers Teachers

The early career framework (ECF) reforms have created a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development. The reforms are part of the government's teacher recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.

We use a DfE-funded training provider who design and deliver a comprehensive programme of face-to-face and online training for our ECTs.

Each Budmouth ECT has access to:

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| <ul style="list-style-type: none"><li>• High quality training from a DfE-funded training provider</li><li>• High quality training from Budmouth's own internal experts</li><li>• A Subject Mentor</li><li>• A 10 % reduced teaching timetable in the first year</li></ul> | <ul style="list-style-type: none"><li>• An Induction Tutor selected from our Senior Leadership Team</li><li>• Regular opportunities to observe and learn from more experienced teachers</li><li>• Working with other ECTs from other academies</li></ul> |
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# Lead Practitioners at Budmouth

Lead practitioners model excellent practice, sharing their skills and experience with other teachers.

Our 5 Lead Practitioners are lead by a member of our Senior Leadership Team in the form of a 'Teaching Development Group'

They offer:

- 1 – 1 support for teachers who may be experiencing difficulties
- Instructional Coaching
- Behaviour Management Training
- Supporting Disadvantaged students Training



# Instructional Coaching: 'Teachers working with other teachers to reflect and improve'

The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice. Our Lead Practitioners lead this process and we encourage all teachers to be involved.

**Instructional coaching of teachers:** coaches observe lessons and select the area which they think will most improve the teacher's practice. They then identify how the teacher can improve in this area, creating manageable, bite-sized steps for improvement.

Teachers can move from their current performance towards this target performance by practising a sequence of sub-goals with the aid of a coach. This allows them to overcome existing ingrained habits and adopt new behaviours. The input of the coach is in observing the practitioner's current performance, setting precise sub-goals and designing practice.



# Budmouth's Quality Assurance System

Our vision at Budmouth is to improve the quality of teaching, learning and assessment in the classroom to raise the levels of outcomes for all of our students.

To achieve this, our priorities are to 'Support Teachers to become expert practitioners in developing student learning and long term memory' and to 'Give students the skills to become self-regulated learners.'

These priorities will be met through a relentless focus on delivering lessons where all students are engaged quickly and effectively through pace, high quality questioning, challenging tasks and lesson starters that lead to developing learning.

**During quality assurance we always provide high quality feedback to teachers which helps them reflect on:**

- What quality of work do the students produce over time?
- How does the teacher make the curriculum come alive and help their students to learn and remember powerful knowledge?
- How do teacher's feedback to their students in a way that helps them to correct their misconceptions and furthermore, challenges them to learn more and more?
- How does the teacher manage the learning environment in a way that enables everyone in the class to feel accepted, get involved and ultimately play a full part in the learning process?
- How does the teacher provide the structure for preparing students for examinations and manage intervention and support that leads to high levels of results in final exams and coursework?



# The Aspirations Learning Institute

Our Trust is also developing The Aspirations Learning Institute to partner with The Learning Institute who provide accreditation for apprenticeship courses and undergraduate degree programmes.

**Here is a small selection of what's on offer:**

## **Aspirations Senior Leadership Incubator Apprenticeship Level 7**

The Senior Leadership Preparation Incubator (SLPI) is designed to provide those middle leaders destined for senior leadership with a realistic preparation for the wide range of responsibilities required to be an effective and outstanding senior leader.

## **Teacher apprenticeships - Level 6**

The postgraduate teaching apprenticeship is an employment-based initial teacher training (ITT) route leading to qualified teacher status (QTS)

## **Aspirations Specialist Leaders in Education (SLE) Improvement Practitioner**

The purpose of the occupation is to provide clear, inclusive and strategic leadership and direction in a specific subject area. Typically, this involves setting, managing and monitoring achievement of core objectives that are aligned to the overall strategic objectives of the organisation.



# Working with other Academies within the Trust

To augment the 'working with and supporting other academies' criteria for the Lighthouse Expectations, last year Budmouth ran INSET and training for Recently Qualified Teachers and Early Careers Teachers from other Aspirations Academies.

We used Google Meet to connect with other Aspirations Academies, as Budmouth Lead Practitioners delivered the online training to trust RQTs and ECTs. This was a great opportunity for colleagues from these academies to share ideas on effective teaching and learning in the classroom and to reflect on their own pedagogy. We led the training and then created online breakout groups where colleagues could apply their new learning to their own practice and then feedback to the whole group. Participants were then able to participate in learning walks within their own academies where they could observe training theory put into action in the classroom and apply this to their own self improvement.

## **Online training provided by Budmouth Lead Practitioners included:**

- Reflections on the return to school after Covid
- Special Educational Needs and English as Another Language
- Using praise/creating a positive learning atmosphere/powerful learning environment
- How do students learn?
- How to use assessment and feedback to greatest effect?
- How to support all pupils to succeed?

All teachers are also able to access bespoke training and coaching from internal Trust expertise across the academies according to individual need. Teachers across Academies also work together on the assessment and standardization of students' work, ensuring a thorough and accurate analysis of the quality of students' responses to exam questions and creating an environment where teachers share constructive feedback with other teachers on the accurate application of mark schemes and data thereby improving their own practice.

Middle and Senior Leaders from within the Trust can also promote their own professional development and learning by participating in cross trust monitoring and trust self improvement exercises.



# NPQs: National Professional Qualifications

*NPQs are a national, voluntary suite of qualifications, designed to support the professional development of teachers and leaders. Budmouth fully supports staff who are keen to engage with this process.*

The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high-quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.

NPQs included would be:

- Senior Leadership (NPQSL)
- Leading Teacher Development (NPQLTD)
- Leading Behaviour and Culture (NPQLBC)
- Leading Teaching (NPQLT)
- Senior Leadership (NPQSL)
- Headship (NPQH)