

Continuing Professional Development Policy

Document Detail	
Policy Reference Number:	69
Category:	Pupil Related
Authorised By:	Trust Board
Status:	Approved
Chair of Trust Board Signature	
Date Approved:	January 2019
Issue Date:	January 2019
Next Review Date:	January 2022

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Aims and objectives

The Inclusive Multi Academy Trust is committed to the learning and development of its entire staff. The Trustees recognise that all staff play a vital part in the achievement of high standards to improve the learning experience of our pupils. We believe that all staff (teaching and non-teaching), trustees and governors are entitled to professional development to improve the effectiveness of the Trust as a whole, as well as the professional skills of the individual staff member.

The purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching and learning.
2. To enable staff to meet their individual objectives as set out in their performance management review.
3. To facilitate the CPD of all staff.
4. To involve all staff in moving a school towards the objectives stated in the school plan
5. To provide a systematic approach to development for all staff.
6. To provide support and advice for staff.
7. To ensure all teaching staff are able to meet the teachers' standards.

Key roles and responsibilities

- The Trust Board has overall responsibility for the implementation of the Continuing Professional Development (CPD) Policy
- The Trust Board has overall responsibility for ensuring that the Continuing Professional Development (CPD) Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Trust Board has responsibility for handling complaints regarding this policy as outlined in the Trust's Complaints Policy.
- The Chief Executive Officer is responsible for overseeing the administration of CPD at a strategic level and for liaising with the Trust Board, Local Governing Committee and Headteacher to monitor the provision and impact of CPD.
- The Headteacher will be responsible for the day-to-day implementation and management of the Continuing Professional Development (CPD) Policy.
- Administration staff are responsible for administering training and CPD and for booking training sessions.
- Line managers are responsible for identifying training needs among their staff members via performance appraisal and observations.
- Members of staff are responsible for identifying their own training needs in response to their own practice.
- Members of staff are responsible for evaluating the CPD they undertake and for disseminating relevant professional development to the school community.

Identifying needs

- Individual - these should be identified as part of the performance appraisal process, and by the individual member of staff in response to their own practice. The individual's objectives should consider and include as appropriate any development needs. At the same time,

individuals should consider their longer-term career aspirations and identify the development needs arising from these.

- Key Stages– these should be identified by Line Manager during SLT and Phase meeting and reported to the Headteacher
- Organisational - these may arise as the result of new legislation and policies, or as part of the wider school plan. They should be considered by the Trust Board in liaison with the Chief Executive Officer and be factored in to long term strategic planning.
- Development needs should be reviewed formally at least twice a year during the appraisal process.

Provision of CPD

- At the Inclusive Multi Academy Trust, CPD provision will allow staff to develop skills and competencies progressively with reference to Teachers' Standards, and competency descriptions for all support staff.
- The Trust will support accreditation of the professional development of staff.
- Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.
- The Headteacher will ensure that there are effective links to school improvement and self-evaluation and ensures that CPD maintains a high profile
- We are proud of the quality of teaching and learning at our Trust schools. We are committed to disseminating good and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.
- The Trust will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of a school.

Training costs

- All funds are allocated on an equitable basis where possible.
- Individuals are also encouraged to apply for training bursaries when applicable, to help fund private further education.
- The Trust will not fund Master degree modules unless a particular module can have a direct impact on the Trust's objectives. Individuals would need to see the Headteacher in the first instance.
- The Trust also encourages unqualified teachers to follow degree courses on a part time basis. Whether or not this will be funded will be determined by the CEO or Headteacher on an individual basis taking into account the current needs of the school or the Trust.
- Again, funding for these will be determined by the Trust or school's needs and will be judged on an individual basis.

Repayment of training costs

If a member of staff resigns during training or within a term of the date of completion for which the Inclusive Multi Academy Trust is paying, the employee may be required to repay the full cost of the training.

- Following this period, the Inclusive Multi Academy Trust operates a sliding repayment scale, so that the amount that the employee is required to repay is reduced by one twelfth at monthly intervals. Once the employee has completed two year's service from the date of the end of the training, they will not be required to repay any of the costs of the training should they resign.
- The Inclusive Multi Academy Trust reserves the right, on the employee's resignation, to require them to repay the employer for training costs that they owe from their final salary payment.

Leadership and management of CPD

- The Trust leadership and management team will receive training to ensure that they are able to fulfil the role effectively.
- The Headteacher will receive training to ensure that they are able to fulfil the role effectively.
- The Headteacher will discuss with the Senior Leadership Team and Local Governing Committee the main CPD priorities and the likely budgetary implications of addressing these needs.
- There should be robust, transparent arrangements for accessing CPD that are known to all staff.
- Within the performance appraisal process, there will be arrangements annually for staff to discuss the following within the context of school priorities:
 1. Needs and aspirations.
 2. Methods of accessing CPD provision including appropriate funding.
 3. Accreditation opportunities.
 4. Ways of disseminating the training.

Planning for effective CPD

CPD will be planned to balance use of resources with the aspirations and interests of staff. CPD opportunities should meet the following criteria:

- Meet identified individual, school, Trust or national development priorities.
- Are based on good practice – in development activity and in teaching and learning.
- Help raise standards of pupils' achievements.
- Respect cultural diversity.
- Are provided by those with the necessary experience, expertise and skills.
- Are planned systematically and follow the agreed programme except when dealing with emerging issues.
- Are based, where appropriate, on relevant standards.
- Are based on current research and inspection evidence.
- Make effective use of resources, particularly ICT.
- Are provided in accommodation which is fit for purpose with appropriate equipment.
- Provide value for money.
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

Types of CPD activity

- A planned induction
- Attendance at a course or conference.
- In-school training using the expertise available within the Trust, e.g. team teaching, skills in classroom observation, sharing existing expertise.
- School-based work through accessing an external consultant/adviser or a relevant expert such as an advanced skills or lead teacher, model and demonstration lessons.
- 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.
- Opportunities to participate in award bearing work from higher education or other providers.
- Research opportunities, e.g. a best practice research scholarship.
- 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-ordinating or supporting a learning forum or network, involvement in local and national networks.
- Job enrichment/enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing.
- Producing documentation or resources such as a personal development plan, teaching materials, assessment package, computing 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, bespoke development cycle, involvement in networks or partnerships.

Evaluation of CPD activities

In order to ensure that training activities undertaken are effective for staff and pupils, CPD activities will be evaluated on an individual, phase and whole Trust basis.

Evaluations will measure the impact of the training via the following:

- Pupil and school attainment.
- Improved teaching and learning.
- Increased pupil understanding and enthusiasm.
- Increased staff confidence.
- Increased evidence of reflective practice.