Continuing Professional Development

This policy should be read alongside the 'Common Principles'

The Academy Trust is a "learning community" where all are involved in a continuous process of improvement and enrichment. The Academy Trust is committed to fostering a positive climate for continuous learning. CPD is the means by which the Academy Trust is able to motivate and develop its community. It does so at a variety of levels - individual, team, school and whole Academy Trust through wider networks with an emphasis on collaborative learning.

The Academy Trust believes that effective employees should take ownership and give a high priority to professional development. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. Employees are expected to maintain a log of their own CPD.

All employees shall have an entitlement to equality of access to high-quality induction and continuing support and development. Agency staff members qualify for the same rights as someone employed directly after 3 months in the job.

The central features of the CPD policy comprises effective auditing and identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, reliable and explicit evaluation of the impact of provision, effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.

The Academy Trust will aim to obtain appropriate quality standards in organisations that support effective CPD, e.g. Investors in People, Charter Marks, Basic Skills Quality Marks.

The Academy Trust's CPD provision will allow employees to develop skills and competencies progressively allowing them to build on and reinforce their skills and expertise.

If possible the Academy Trust will support professional recognition including accreditation of the CPD undertaken by all employees.

7.1. Identifying CPD Needs

Each school will have a named CPD Leader who shall be deemed to be fulfilling a leadership and management responsibility in relation to this post. Requests for accessing CPD should be addressed to the CPD Leader.

All employees take part in the appraisal cycle. In these meetings staff are encouraged to express their feelings as regards their own development needs and professional aspirations as well as those of the school and Academy Trust in general.

The school and Academy Trust leadership teams shall be responsible for identifying the CPD needs. Such needs will be identified largely through existing mechanisms such as appraisal, self- evaluation, national and local priorities, inspection reports and other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. CPD should focus upon achieving the objectives of the Academy Trust or school improvement plan(s).

The CPD Leader will be responsible for discussing with the Headteacher and Local Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs. (Note – the Executive Headteacher and Board of Trustees shall be responsible for the CPD requirements of Headteachers and central trust staff).

CPD issues will be discussed at Local Governing Body meetings and be included as part of the Headteacher's report (or Board of Trustees and Executive Headteacher respectively for Senior Leaders and any central trust staff). The CPD Leader shall attend appropriate Local Governing Body meetings.

The CPD Leader shall provide and update details of the range of opportunities available and be responsible for communicating relevant opportunities to appropriate employees. The information will be kept updated and made accessible and available to the school community.

The CPD Leader's main responsibilities will be to:

- Keep up to date with CPD developments locally and nationally;
- Promote CPD as a central element of performance management and school improvement
- Provide details on the range of CPD opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPD.

Ensure procedures for

- accessing information on CPD are available to all;
- Quality assure providers;
- Identify the school's CPD needs through mechanisms such as: school self-evaluation, analysis of performance management targets, local/national priorities, internal/external
- monitoring, informal/formal discussions with individuals and teams;
- Discuss with the Headteacher and Local Governing Body the main CPD priorities and the budgetary implications;
- Report to the Local Governing Body on the provision and impact of CPD;
- Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions;

- Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training;
- Regularly and accurately update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement.

The Academy Trust will have systems and opportunities for teams and each school to discuss and feed to the leadership team details of priorities and methods including the use of school training days.

7.2. CPD Provision

The opportunities available will fully reflect the Code of Practice produced by the DfE in that they will be offered if they:

- Meet identified individual, school or national development priorities;
- Be based on good practice - in development activity and in teaching and learning;
- Help raise standards of pupils' achievements;
- Respect cultural diversity;
- Be provided by those with the necessary experience, expertise and skills;
- Be planned systematically and follow the agreed programme except when dealing with emerging issues;
- Be based on current research and inspection evidence;
- Make effective use of resources,;
- Be 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.

The Academy Trust will support a wide portfolio of CPD approaches identified according to "Best Value" principles and which reflect the learning effectiveness of the participants. These may include:

- Training and support using the expertise available within the Academy Trust and collaborative activity, (e.g. collaborative teaching, planning and assessment, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling);
- Coaching and mentoring and engaging in a learning conversation;
- Producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme;
- Accessing an external consultant/adviser or relevant expert;
- Master classes, model and demonstration lessons;
- Collecting and collating pupil feedback, data and outcomes;

- Attendance at a lecture, course or conference;
- School visits to observe or participate in good and successful practice;
- Postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and
- qualifications such as NVQs, Higher Level Teaching Assistants, teaching and leadership programmes;
- Research opportunities;
- Distance learning, (e.g. relevant resources such as educational journals and publications, training videos, reflection, simulations);
- 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, involvement with a subject or specialist association);
- External partnerships. (e.g. with a colleague, group, subject, phase, activity or school-based team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as a Network Learning Community)

7.3. The Role of Participants

Applying for Professional Development

All training and professional CPD activities is managed online using the Academy Trust's system. Members of staff should request their CPD activity only via the proposed system. The Manager should approve or decline the CPD activity before this goes to SLT for approval. Bookings are only to be made by the CPD team.

Recording the impact of CPD

All members of staff involved in CPD will be expected to complete an evaluation of the activity, training or any other CPD approach via the Academy Trust's system. The results of these evaluations will be used to inform future CPD decisions such as preferred providers, facilitators, venues and value for money. Participants are also expected to disseminate information to other members of staff as and when necessary.

Time for CPD

The Academy Trust recognises that effective CPD is an essential element of a successful school and therefore forms a vital component of the operation and improvement of the Academy Trust. As a result there may be occasions when, with agreement, CPD opportunities e.g. courses, conferences, training days

etc. form part or all of a teachers allocated Planning, Preparation and Assessment (PPA) time.

7.4. Funding and repayment provisions

The Academy Trust expects a commitment from its employees in return for the commitment to provide support and training for employees. The following outlines the terms of the agreement between the Academy Trust and an employee embarking on financially supported training; a signed / authorised agreement will be required before the training / course is booked.

	Category	Up front funding	Repayment if leave / fail to attend / fail to complete
A	Total Cost of Course £499.00 and below	Cost will be met by Academy Trust as long as the training is in line with the School / Trust Development Plan and is beneficial to the Academy Trust	No repayment required
B	Professional Qualification cost in excess of £1000	50% cost to be met by the Academy Trust and 50% of the cost to be paid by employee as long as the training is in line with School / Trust Development Plan and is beneficial to the Academy Trust	No repayment required
C	Total cost of course is £500 - £1000	Fully funded by Academy Trust as long as the training is in line with School / Trust Development Plan and is beneficial to the Academy Trust	If staff member leaves within 2 years of **completion date** of the course then a full refund will have to be made. In the event of extenuating

D	Non completion of course which has cost in excess of £500 (Each case is considered on individual circumstances)	Fully funded by Academy Trust	If a member of staff does not complete a fully funded training opportunity they will be liable to pay back the full cost of training. There will be a 4 week cooling off period following course start date. In the event of extenuating circumstances this can be waived at the discretion of the Executive
E	Additional costs to course	Fully funded by employee	Additional costs made due to late submittal of modules/course work or an extension of time required will not be supported by the

Courses in London should be sought as a priority. Travel and accommodation costs for courses outside London will only be met by Academy Trust **when the course is not and will not be available in London**. When accommodation is agreed, this will be a maximum of £60 per night.

Support provided by the Academy Trust may be provided through face to face meetings, email support or in-class support.

All courses must be agreed by the Manager / Senior Leader and Training Manager prior to booking being made.