Staff Development Policy

Date Adopted: January 2022
Author/owner: Board of Trustees
Review: January 2024

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	January 2022			New Policy Implemented

Contents

This Policy seeks to combine in a holistic way the vision and development of CPD at both whole trust and school level into one policy.

1. **TLP Vision:**

   'Together Empowering young people in North Devon through learning'

Our vision is for The TLP to become a leader in education across Devon, with a national reputation for excellence. In working to achieve this we aim to provide the best opportunities, facilities and environment for our students, staff and community. Staff will receive development and feedback opportunities, thereby continually developing their confidence and competence within their role, enhancing their knowledge, skills and enjoyment. By developing motivated and highly skilled staff TLP will become the school of choice for students and parents in North Devon.

TLP is committed to fostering a positive ethos of continuous learning for all staff as 'lifelong learners'. This is also what we would wish to model for our students. We believe that a positive, coherent and well-planned Continuing Professional Development (CPD) strategy is a means to improve the quality of provision for students by developing the staff community. CPD at TLP encompasses a wide range of opportunities which adds to professional knowledge and enhances skills. The joined-up approach offers universal and bespoke development for all.

In order to achieve this the following approach will be taken to develop high quality CPD, both long term professional development and for shorter term compliance related CPD:

High Quality, Long Term CPD Programmes:
  ➢ Engenders personal responsibility for staff's own learning
  ➢ Embedded culture – everything we do is to develop people
  ➢ Explicitly develops both personal and professional growth/ learning
  ➢ Involves elements of Choice – for personal motivation, ownership, enjoyment and vocation
  ➢ Expectation of risk that will involve challenge, difficulty, spontaneity and adaptation
  ➢ Involves revisiting of content but application at different times and contexts
  ➢ Variety of learning experiences
  ➢ Use of external expertise/research and networks to widen/diversify thinking
  ➢ Draws on exposure to different settings and approaches to challenge / provide alternatives
  ➢ Coaching culture central
  ➢ Application of theory into practice
  ➢ Sustainable – both financially and in time demands on schools
  ➢ Supports the potential of training providers and personnel within North Devon

Compliance/ Mandatory CPD:
  ➢ Establishes foundational competence
  ➢ Safe, yet challenging context
  ➢ Expertise of CPD leader
  ➢ Well pitched for participants
  ➢ Platform fits the role – well defined for their context
  ➢ Structured
  ➢ Certificated/standards related

> ➤ Addresses the personal elements of their role

2. Principles and Scope

Teachers, Teaching Assistants, support staff, leaders and governors shall have an entitlement to equality of access to high quality induction and CPD. All members of the TLP community will have opportunities through Appraisal to discuss their professional development needs. The central emphasis will be on improving standards and the quality of learning and teaching and the services provided for students.

This policy applies to all teaching, administrative and support staff in Tarka Learning Partnership schools. The application of this policy will be fair, equitable, objective and will not discriminate either directly or indirectly on the grounds of an employee's gender, age, disability, gender re-assignment, marital or civil partnership status, pregnancy, maternity status, race (including colour, nationality and ethnic or national origins), religion or belief and sexual orientation.

3. Quality of CPD

The TLP acknowledges that successful professional development involves working in partnerships and should support a culture of trust, respect and scholarship. It should: (Developing Great Leadership of CPDL Cordingley et al Mar 2020)

- have a focus on improving and evaluating pupil outcomes;
- be underpinned by robust evidence and expertise;
- include collaboration and expert challenge;
- be sustained over time.

4. Aims and Objectives:

CPD within TLP should:

- improve student engagement, achievement and progress through improving the quality of Teaching and Learning;
- meet individualised professional needs and audits
- address and update wider changes in professional standards and expectations from external bodies eg DfE Ofsted
- add value or capacity to the school community, improve productivity or efficiencies;
- optimise cost effective development opportunities including peer review and professional networking;
- ensure a wide variety of opportunities are provided for all staff within the school calendar and through external providers;
- meet identified school, individual and national priorities;
- be based on research and current effective practice;
- use an effective monitoring and evaluation system to ensure quality and value for money;
- develop a learning community for all colleagues, both teaching and non-teaching, which develops professional knowledge, skills and performance whilst securing opportunity for fulfilment for each;
- involve all colleagues, via appraisal and school review systems, in determining priorities and planning for effective development within a coherent programme which forms an integral element of the School Development Plan;

- provide opportunities for staff who wish to do so to seek accreditation for their professional development;
- support school succession planning and improve staff opportunities and prospects;
- provide effective means of disseminating professional learning to those staff for whom this is appropriate;
- provide opportunities for individual colleagues with programmes for curriculum areas, pastoral teams and whole school development;
- provide every possible opportunity for all whilst guarding against unsustainable levels of cost and staff absence.

5. A) What is provided?

The CPD provision at TLP is flexible to respond to the requirements as Teaching, Learning and Technology develops within the Trust and different situations and needs arise from external influences.

TLP works with the SWIFT TSH to provide an offer available to all school staff each year. This will normally be made available at the end of the summer term ready for staff appraisals to consider in the Autumn Term. A typical selection will be:

Each year a school will complete a CPD Plan (see appendix D) containing the following elements:

      i.   *Compliance:*

All roles that have a compliance training element will receive training within the permitted timescale. A Compliance and Recommended Training document is produced by TLP annually for schools to use and record their training (see Appendix C)

      ii.   *Universal Offer:*

School Improvement Plans : When the SIP is set annually the training needs of staff to implement the SIP will be addressed and will form part of the CPD Training Plan for each aspect of the plan and the staff responsible.

Essential Updates: The essential updates cover not only our statutory requirements but our own essential whole school development needs. These are delivered through a wide range of formats as required. For example: INSET, Briefing, Safeguarding, Prevent, Behaviour, Attendance, Staffing, School Development Plan, School Day and Routines, Data Protection.

Staff (Professional Development) Meetings: These events are calendared within the school's CPD programme. They are used to exemplify and deepen the ideas, theories and thinking behind teaching and learning while focusing on the development of practice within the classroom. These events allow teachers to talk about their teaching, share, reflect and evaluate their practice.

Phase/ Year groups /Department Briefings and Meetings: Phase and Subject based teaching and learning updates take place on a regular basis and allow for subject level reflection and improvements. Support staff meetings take place regularly to review administrative plans and performance, with a flexible training schedule to develop skills and knowledge as needed.

Line Management (including coaching): Regular, scheduled on-going meetings and appraisala which include discussions around developing staff in all roles. Where appropriate staff are also offered opportunities for coaching to develop the quality teaching, learning and progress and of leadership and management

CPD Information: A regular Online update/Newsletter via SWIFT which outlines CPD available for

staff.

> ### *iii.* ***Bespoke Offer:***

Following appraisal each year (and mid-year) leaders will assimilate the training needs of individual staff and see to meet them through a combination of in school, Trust and SWIFT CPD.

Initial Teacher Trainees (ITT): For trainee staff a programme of support will be provided through DPSCITT or other provider and personalised to their needs

Early Career Teachers – a two-year programme will be made available through SWIFT with quality mentoring to ensure they fully qualify as teachers and become confident in their teaching ability.

Staff Development Groups/ Professional Development communities: Over time, within TLP and via SWIFT, PDCs will be developed for all subject areas and also specialist groups (eg SENCOs, Early Years) so that teachers are able to receive high quality input in their area and collaborate over developments.

Leadership: Through appraisal leadership opportunities, such as access to NPQs will be provided to support staff to develop as leaders, as part of the CPD offer.

Coaching: Where capacity makes it possible staff will be offered the opportunity to be involved with coaching. The programme is led by the individual and will be specific in focus on their desired areas for improvement. In some instances, specific staff will be identified as requiring coaching to improve the quality of teaching and learning.

Independent Further Study Schools will endeavour to fully support staff wishing to take their learning further including Post Graduate Study.

External Events: Should appropriate external CPD be available staff will be supported to attend, learn and feedback into their practice.

Apprenticeships: Staff may apply to undertake an apprenticeship qualification where this meets the school's administrative, professional, technical or management skills needs. Schools will endeavour to ensure staff are given the support they need to meet the relevant apprenticeship standard and to use its apprenticeship levy to support funded programmes.

6. **School CPD Plans**
   i. Annually each school will produce a CPD plan for its staff. This will combine the 3 elements above and be linked to the school improvement plan and appraisal cycles. A template for schools to use is available in appendix D.
   ii. As part of their SEF and SIP evaluations schools will also review the impact of their CPD plans.

7. **Succession Planning and Talent Management (SPTM)**
TLP recognises that CPD has a vital role in preparing schools and key staff for managing. We seek therefore to ensure that the following processes are undertaken within each school:
   i. A SPTM register is kept and regularly updated to ensure where possible that key staff are 'covered' by others in their role. In addition that those with potential to lead any area of school be that teaching, pastoral, special needs, financial, estates etc that they

ii.   are identified and supported with the training and experiences to take on such roles in the future.

iii.   Appraisals are used to develop staff's understanding of their own potential and how they might be supported in their development.

8. Appointment and Development Of Trainers

i. TLP will seek to ensure that all training is of high quality. It seeks to do this through ensuring that when appointing or developing internal trainers the following 8 standards are met:

Standard 1. Designed for impact. Should have a clear focus on improving and evaluating pupil outcomes

Standard 2. Built on evidence. Should be underpinned by robust evidence and expertise

Standard 3. Promote collaboration and challenge. Should include collaboration and expert support

Standard 4. Use impactful approaches. Should be sustained over time

Standard 5. Create links to in-school roles and responsibilities Should be prioritised by school leadership

Standard 6. Led by expert facilitators. Trainers and facilitators have high level of expertise in theme they lead on

Standard 7. Promotes diversity, equality and inclusion

Standard 8. Evaluated for impact

ii. Where internal trainers to the Trust are appointed we recognise that for them to have the highest impact they must be 'trained to be trainers'. They will undergo the same staff development process outlined in Appendix A so that their individualised training is supported.

9. Quality Assurance: Evaluation and Monitoring of Training

i.   Trust Training:

The Quality of CPD will be developed and maintained through a quality assurance process:

Tarka Learning Partnership QA Processes

(including DTSP and DPSCITT)

a) **Overview**

Board of Trustees & CEO
Oversight for Compliance & Quality of Training

Devon Teaching School Partnership Executive Board
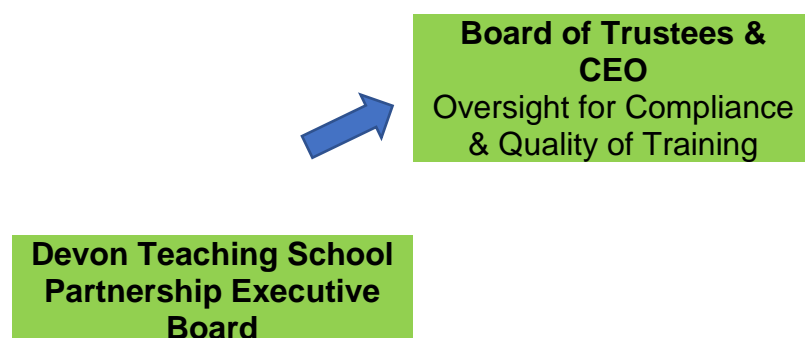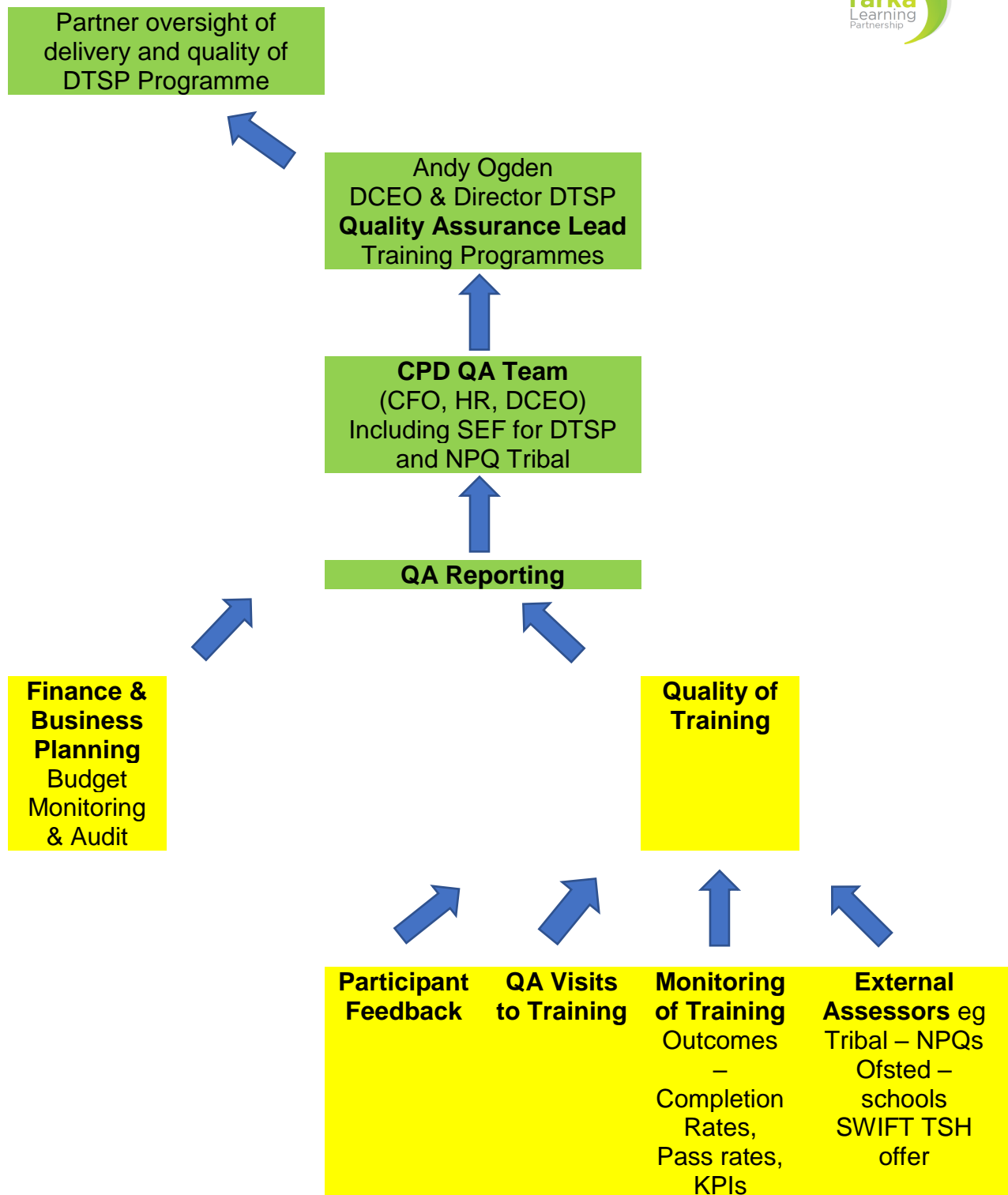
b) Processes for assessing the quality of the training

TLP will use the following means of assessing the quality of training:

i. Participant feedback after each training session through online surveys

ii.   Participant feedback at the end of the programme to evaluate its overall effectiveness for both employers and apprentices.

iii.   QA visits to training sessions to include a report and conversation with he trainer to support their development

iv.   QA review of online learning and interaction

v.   Monitoring of training outcome data – attendance, completion rates, pass rates.

vi.   External QA where it is available as part of a programme eg SWIFT, Tribal, Teach First

c)   Responding to feedback from employers and apprentices and Procedure for continuous improvement of training

i.   The CPD Team meet on a monthly basis to review the progress and quality of the programme. They will review the data and feedback from that month so that immediate changes are made where possible to ensure the effectiveness of the programme either for the whole cohort or to meet individual needs.

ii.   Termly reports will be provided to the Executive Board and any changes requiring board approval sought at that stage.

iii.   The DCEO will prepare an annual report for oversight to the CEO and Board of Trustees on the effectiveness of the CPD programme.

d)   Identification and addressing any under-performance of training arising out of monitoring

➢   Where the CPD Team or DCEO have undertaken the monitoring processes outlined above and an issue or underperformance has arisen the following process will be adopted.

a)   The DCEO will investigate more fully the reasons behind the issue from appropriate sources.

b)   Where possible to mediate the issue or seek to resolve it informally and to the satisfaction of the party concerned if it is a complaint. If this cannot be done then the Complaints Policy and Process should be activated.

c)   Where underperformance has arisen for

i.   The participant– to liaise with the employer/line manager to provide additional support

ii. A trainer – to provide additional support if required. Where improvement following further monitoring does not occur to arrange for the trainer to be replaced.

ii.School Evaluation

Schools will evaluate their CPD plan by:
- analysing impact against the progress of school improvement priorities the CPD plan has been designed to support.
- analysis of the impact of training to support staff with their performance management objectives where these are different from the SIP.
- its level of compliance with statutory training that must be undertaken 10. Viability of Training Programmes
Where TLP are providing programmes and training for TLP staff and beyond a business case will be produced detailing the income and costs of all programmes. This will be presented to the CFO with

the numbers required to make programmes viable.

Review of Policy
This policy will be reviewed every two years.

Appendix A: Process for Individual Professional Development:

Identification of Needs
Staff Audit
Appraisal
Coaching
External (Ofsted, DfE)

⬇

Appraisal and Performance Management Processes
Discuss personal targets
Identify Opportunities for development

⬇

| **Personal Development Plan/Targets** |

⬇

| **Six month review** |

⬇

Yearly Review
Evaluation of Performance
Impact of CPD
New PD Targets and training set.
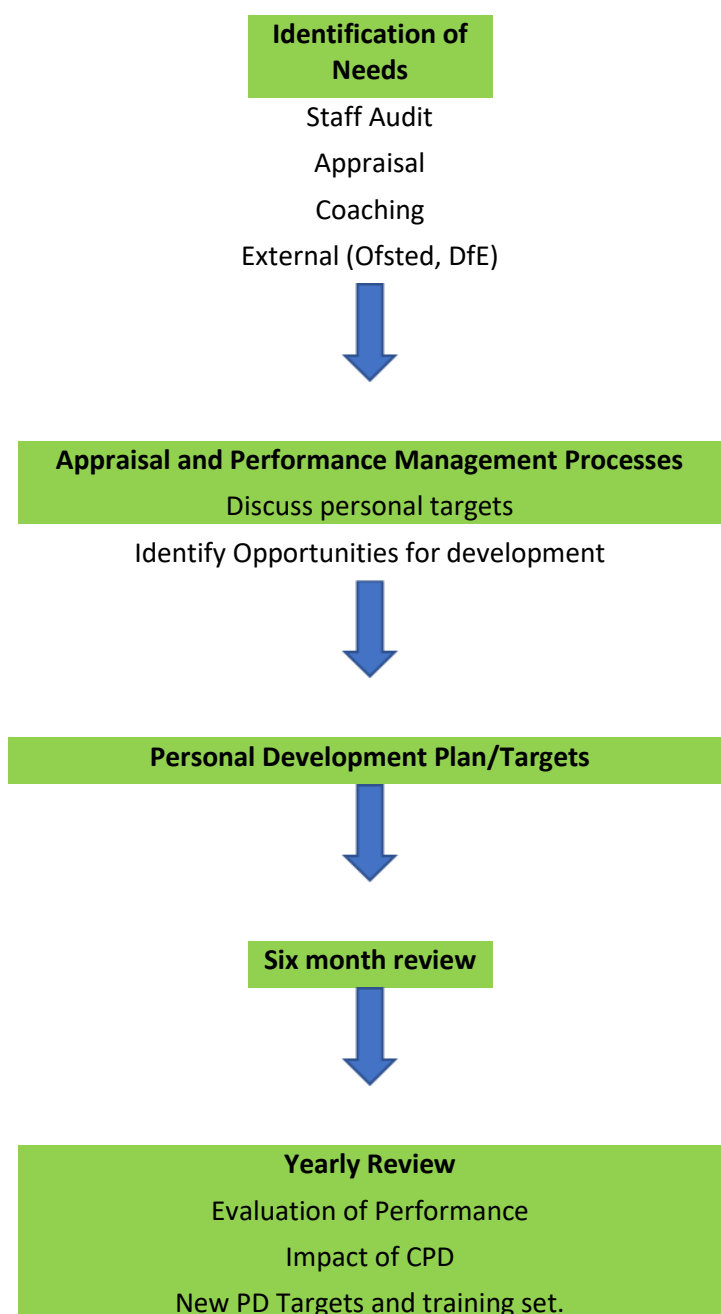
Where schools assess, from their understanding from the appraisal process, a similar need across staff they endeavour to provide for this within the school wide CPD plan.

Appendix B: Procedure for Booking Courses:

How do I get on a course?

1)   Find information on relevant course;

2)   Take to the Line Manager for verification (this should be related to the member of staff's appraisal target and/or School Development Plan);

3)   Communicate the course details with CPD Co-Ordinator:

4)   CPD Co-Ordinator will check cover. If there are too many staff out on any particular day and cover is overloaded then it may not be viable. CPD Co-Ordinator to submit a cover request to Cover;

5)   Course booking details sent to Finance Officer to complete booking and relevant payments;

6)   Booking confirmation will come from Finance Officer or, as in most cases, from those running the course;

7)   Contact Finance Officer to make transport and/or overnight arrangements. Do not do this independently;

8)   Complete the evaluation form on your return to give feedback on the quality of the course and course provider to inform future bookings;

9)   Ensure feedback/dissemination of gained knowledge is carried out effectively and efficiently to the rest of your department or area.

Appendix C : Compulsory and Recommended Training example

TLP Compulsory and Recommended Training CPD MATRIX 2021/22

SAFEGUARDING, PREMISES, H&S & GDPR TRAINING

Compulsory	✓
Strongly Recommended	✓
Good to do	✓

Courses	Training platform	Certificated	Frequency	All	Facilities Manager	Caretaker	Head Cleaner	Cleaners	Catering Manager	Catering Staff	Teaching Staff	Support Staff	Office Staff	SBM	Heads	Estates Leader	Estates Officer	TLP Central Team	Governors/ Trustees	Specialist Staff	Estimated Cost per course	Notes
Safeguarding & Children																						
Designated Safeguarding Lead	TLP Jane Dibble	Yes	2 years												✓DSL			✓DSL			est £30	Choice Tuesday 14th September 2021 , 1
Level 3 Practitioner Annual Refreshers	TLP Jane Dibble	Yes	2 years																		Est £30	
Safer Recruitment Training	NSPCC Online	Yes	5 years										✓	✓	✓				✓	✓	£35	
Prevent	Home Office Online	Yes	School RA	✓																	Free	YOU HAVE ACCESSED THE E-LEARNING TRA
Designated teacher for children who are looked after appropriate training	Virtual School	Yes	3 years												✓				✓	✓	Free	Devon Virtual School
KCSIE Annual Update for staff incl online & whistleblowing	Internal School Led	recommended		✓																	NA	
Medication Awareness (Education) training.	IHASCO	Yes										✓	✓							✓	£5-£20	Designated person with responsibility to
Specific medical or SEND conditions eg epipen,	School provision	Yes	child dependent								✓	✓										Training dependent on needs of children
Educational																						
Educational Visits - EVOLVE	Evolve	Yes	3 yrs																Ed Visits Co-c		£100	EVC Training — EVOLVEadvice
SENDCO Award	School to arrange (SWIFT may offer)	Yes	Award																SENDCO			Compulsory for newly appointed SENDCO
Safer Holding	School to arrange (SWIFT may offer)	Yes	child dependent								✓	✓										
Health and Safety Courses																						
Abrasive Wheel Safety	iHASCO	Yes	Ad-hoc										D&T								£ 2.60	
Asbestos Awareness	iHASCO	Yes	Ad-hoc		✓	✓									✓		✓				£ 2.60	
COSHH	iHASCO	Yes	Ad-hoc		✓	✓	✓	✓	✓	✓						✓	✓				£ 2.60	
Display Screen Equipment	iHASCO	Yes	Yearly	Some	✓							✓		✓	✓	✓	✓	✓			£ 2.60	Depending on job role and if it qualifies a
Electrical Safety	iHASCO	Yes	Ad-hoc		✓	✓											✓				£ 2.60	
Fire Awareness in Education	iHASCO	Yes	Biennial	All	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			£ 2.60	
Fire Awareness in kitchen	AFS	Yes	Biennial		✓				✓	✓											£ 150.00	
Fire Risk Assessment	TAWSA	Yes	Ad-hoc		✓	✓									✓	✓	✓	✓			£ 250.00	Contact Estates Team if interested.
Fire Warden for Education	iHASCO	Yes	Biennial		✓	✓						Some	Some	Some	Some	Some	Some	Some			£ 2.60	
First Aid	various - existing school FA training providers SWI	Yes	Every 3 years		✓	✓	✓		✓			Some	Some	Some	Some	Some	Some	✓				Requirements and needs will be determi H&S Policy
First Aid Refresher	iHASCO	Yes	Yearly		✓	✓	✓		✓			Some	Some	Some	Some	Some	Some	✓			£ 2.60	As above
First Aid Paediatric	various - existing school FA training providers SWIFT?	Yes	Every 3 years								✓											Early years
Food Safety & Hygiene - 1,2	iHASCO	Yes	Biennial						✓			✓									£ 2.60	All catering staff, breakfast and after scho and stored.
Food Safety & Hygiene - 3	iHASCO	Yes	5 years		✓				✓							✓	✓				£ 2.60	
General Workshop Awareness	iHASCO	Yes	Ad-hoc			✓						D&T					✓				£ 2.60	Park caretakers and technician
Level 3 Pool Plant Operator Certificate	See notes	Yes	Ad-hoc			✓										✓	✓				£ 250.00	Fremington only - https://www.johnsontraining.co.uk/prod level-3-pool-plant-operator-certificate/ leisure.co.uk/jobs-and-training/courses/
HACCP Level 2	iHASCO	Yes	Ad-hoc		✓				✓							✓					£ 2.60	
Hand Arm Vibration Awareness	iHASCO	Yes	Ad-hoc			✓						D&T									£ 2.60	Park's caretakers depending on the tasks
Health and Safety Awareness	iHASCO	Yes	Ad-hoc			✓	✓														£ 2.60	
Legionella Awareness	iHASCO	Yes	Ad-hoc			✓								✓	✓	✓	✓				£ 2.60	
Manual Handling	iHASCO	Yes	Biennial		✓			✓		✓	✓	Design & Task	✓		✓	✓					£ 2.60	

………………………Academy

Continuing Professional Development PLAN
2021/22

DEVISED BY:

DATE :

School's Intent for CPD:

Improvement Plan Priority 1 :	
Wider Cultures/Attributes/Process of Change - Wider cultures/attributes CPD is intended to develop : - - How workload is mitigated to support well-being	

Identified CPD Needs: What are they?
 	
   vii.   Leadership
   viii.   Subject Knowledge
   ix.   Pedagogy
   x.   Research
	What quantitative/qualitative evidence supports this that can be monitored & evaluated against?

Whole Staff / Teams	

Training Event & Date	How Delivered?	Outcome desired	Led by	Cost/resources (Link to Budget)	Gap Tasks to connect/monitor?	Effectiveness?

Individual CPD – eg Coaching, Leadership development, best practice showcase, modelling teaching

Evaluation of Impact of CPD: eg staff confidence, observed teaching or role competence, pupil outcomes/feedback

Improvement Plan Priority 2 :

Wider Cultures/Attributes/Process of Change
- **Wider cultures/attributes CPD is intended to develop : -**
- **- How workload is mitigated to support well-being**

Identified CPD Needs: What are they?	What quantitative/qualitative evidence supports this that can be monitored & evaluated against?
xi. Leadership xii. Subject Knowledge xiii. Pedagogy **xiv.** Research	

Whole Staff / Teams

Training Event & Date	How Delivered?	Outcome desired	Led by	Cost/resources (Link to Budget)	Gap Tasks to connect/monitor?	Effectiveness?

Individual CPD – eg Coaching, Leadership development, best practice showcase, modelling teaching

Evaluation of Impact of CPD: eg staff confidence, observed teaching or role competence, pupil outcomes/feedback

Improvement Plan Priority 3 :

Wider Cultures/Attributes/Process of Change
- **Wider cultures/attributes CPD is intended to develop : -**
- **- How workload is mitigated to support well-being**

Identified CPD Needs: What are they?	What quantitative/qualitative evidence supports this that can be monitored & evaluated against?
xv. Leadership xvi. Subject Knowledge xvii. Pedagogy **xviii.** Research	

Whole Staff / Teams

Training Event & Date	How Delivered?	Outcome desired	Led by	Cost/resources (Link to Budget)	Gap Tasks to connect/monitor?	Monitoring Effectiveness?

Individual CPD – eg Coaching, Leadership development, best practice showcase, modelling teaching

Evaluation of Impact of CPD: eg staff confidence, observed teaching or role competence, pupil outcomes/feedback

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B. **Priority Areas Drawn from Performance Management Reviews, Compliance Needs, SPTM Register for Individuals/ Groups of Staff**

Individual / Team	Training	Cost	Evaluation of Impact
Compliance			
Performance Management			
SPTM			

C. CPD Development Priorities to take into next year based on evaluation:

PROFESSIONAL DEVELOPMENT MEETINGS/STAFF MEETINGS 2021/22

DATE	FOCUS OF MEETING	LED BY	Things to prepare/bring	Gap Task