



# Hardwicke Parochial Primary Academy

## Continuing Professional Development (CPD) Policy

Status and review cycle;	Statutory and annual
Responsible group:	The Trust
Implementation date:	December 2017
Next Review Date:	December 2019

**\*Please note this policy is being reviewed and updated in line with the new Early Careers Framework.\***

## **1. Purpose**

The purpose of Continuing Professional Development (CPD) across the Diocese of Gloucester Academies Trust (DGAT) and its academies is to ensure high quality pupil learning and achievement, to develop outstanding practitioners at every stage of their career and a cutting edge workforce that is flexible and adaptable in its approach to personal and organisational improvement. This means providing high quality CPD opportunities for all.

## **2. Principles and Values**

CPD is available for all involved in academy improvement and who are part of the Trust-wide learning community; support staff, teachers, leaders and governors. It is provided in the context of the Christian values that underpin our organisation and support pupils in receiving an all-round education enabling them to flourish at school and in the wider world.

- i. As a learning community the Trust is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the Trust is able to deliver whole school, team and individual development priorities.
- ii. The Trust has an expectation that all members of the learning community will take an active role in their own professional development.
- iii. All staff have a responsibility to ensure they are up to date with Safeguarding, Health and Safety and Equality and Diversity training in line with statutory and role specific requirements. The Trust will ensure opportunities are provided on a frequent and regular basis.
- iv. The Trust believes that all members of staff have a responsibility to support the professional development of their colleagues.
- v. Professional development will be co-ordinated by a leader at each academy. This may be the Headteacher or other designated leader. The CPD Leader / Headteacher will be appropriately trained and will be provided with regular opportunities to network with other schools and training providers.
- vi. The key elements of the CPD policy comprise:
  - effective auditing and identification of need and aspiration for individuals and the organisation
  - appropriate match of provision to learning needs
  - reliable and explicit evaluation of the impact of provision
  - dissemination of effective practice.
- vii. The Trust will use a range of types of provision and providers. Staff will be involved in agreeing the most appropriate training as part of Performance Management/Appraisal targets. External training and further qualifications will be supported where organisational needs are met and budget allows, this includes accessing funding from the apprenticeship levy account.
- viii. The Trust highly values the role that action research plays as part of CPD and provides annual opportunities for staff involvement in this.

- ix. The approach underpinning the Trust's work with leaders is structured around a learning centred leadership model placing pupils' learning at its heart (Appendix 1)
- x. The Trust will support opportunities for professional recognition including accreditation of the CPD undertaken where relevant. This includes actively embracing the apprenticeship programme and central coordination of the use of the apprenticeship levy.

### **3. Identification of need and aspiration**

- i. The Headteacher/nominated leader will be responsible for co-ordinating the identified training and development needs of the academy / Trust community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams (e.g. subject, Key Stage). The outcomes of the needs analysis will feed into a CPD plan for individuals and academies. An example template for individuals to use can be found in Appendix 2.
- ii. The Headteacher/nominated leader will be responsible for identifying the main training and development priorities and the budgetary implications of addressing these needs. These should be linked to individual, school and Trust priorities.
- iii. The Headteacher/nominated leader will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.
- iv. All staff will have access to high quality and appropriate CPD accessed in a variety of ways such as:
  - a regular calendared cycle of training meetings eg staff meetings
  - Inset training days
  - twilight sessions
  - visits to other schools
  - DGAT provision
  - external training
  - participation in action research
- v. The Headteacher/nominated leader will be responsible for ensuring that appropriate opportunities are provided for all groups of teaching and non-teaching staff.
- vi. The school will have systems and opportunities for teams and the whole school to feed to the Headteacher /nominated leader details of priorities and approaches to development.
- vii. The Headteacher/nominated leader in conjunction with the member of staff and their line manager will be responsible for ensuring the effective organisation of access to opportunities e.g. booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

### **4. Match of provision to individual and organisational learning needs**

- i. The professional development opportunities available will only be offered if they:
  - meet identified individual, team, organisational or national development priorities
  - are based on recognised effective practice

- contribute to raising the standards of student / pupils' progress / achievements
  - respect and promote cultural diversity, student safety and pastoral care
  - are provided by those with the necessary experience, expertise and skills
  - are planned systematically
  - are based, where appropriate, on relevant standards e.g. Teacher Standards
  - are informed by current research or 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.
  - provide opportunity to measure impact
- ii. The Trust / academy will support a wide portfolio of CPD approaches matched to the need of learners. These may include:
- in-school training using the expertise available within the Trust / school and collaborative activity
  - action research opportunities
  - coaching and mentoring and engaging in learning conversations
  - job enrichment / enlargement (e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings)
  - producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
  - accessing an external consultant / adviser or relevant expert such as an SLE or Lead Teacher
  - 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 successful practice
  - secondments, exchanges and placements
  - international professional development
  - trade Union provided training courses
  - apprenticeships
  - 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
  - distance learning / eLearning
  - practical experience (e.g. national test or exam marking experience, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)
- iii. All those engaged with CPD will be encouraged to:
- reflect on their development (see Appendix 2 for example template)
  - seek professional recognition, including accreditation for the work undertaken. The CPD Leader / Headteacher will provide access directly or organise guidance to staff on how such recognition can be achieved

## **5. Procedure for time off / funding for training / study / apprenticeship**

- i. Where the training/study is a recognised transferable qualification which enhances the employee's career prospects the employee is likely to be expected to pay up to 25% of the cost of the training (this does NOT apply to government funded apprenticeships). Each case will be considered on its merits and the needs of the employer. (In cases of financial hardship

consideration will be given by the CEO to paying the full cost of the training). An application and agreement can be seen in Appendix 3.

Appendix 3 is also used for requests to access the apprenticeship levy funding.

- ii. Where there is significant cost (currently £500 or over) for the training the employee shall repay the employer as follows if they leave the organisation. Such costs will be deducted from the employee's salary or other remuneration due if possible, or repayment will be sought via invoice if:
  - The employee ceases employment with DGAT before attending the training course but the employer has already incurred liability for the costs, 100% of the cost or such proportion of the costs that cannot be recovered from the course provider shall be repaid;
  - The employee ceases employment with DGAT during the training course or within 12 months of completing the training course, 50% of the costs shall be repaid;

This does not apply if moving between DGAT academies. However, a review will be needed by the new academy as to whether their organisational needs require the completion of the training that has begun. The responsibility lies with the member of staff to make sure the new academy is aware of the full implications of any training programme during the interview process.

- iii. If an employee leaves due to ill health it is unlikely that there would be an expectation to repay the employer.

## **6. Evaluating Impact and Disseminating Effective Practice**

- i. Following professional or other development, the participant will discuss with the Headteacher/nominated leader or line manager the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the Headteacher/nominated leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader / Headteacher will be responsible for organising this e.g. circulating relevant resource, arranging a session at a staff or subject meeting.
- ii. The Headteacher/nominated leader will be responsible for ensuring whether any follow up is needed to the training provider e.g. feedback, issues of access.
- iii. The Headteacher/nominated leader will review annually whether any aspects of the CPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations.
- iv. The Headteacher/nominated leader will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate the benefits of CPD including the impact on:
  - academy improvement
  - pupil progress and attainment
  - colleague confidence and well being
  - retention and recruitment
  - teaching and learning
  - provision of support services
- v. Measures used to determine the impact of training and development will be drawn from:

- participant evaluation
  - pupil and school attainment
  - the pupil / student voice
  - external and internal evaluation and inspection processes
  - recruitment and retention data
  - the changing qualification profile of the staff
- vi. The Headteacher/nominated leader will provide an annual report to the Local Governing Body on the impact of the training and development undertaken including the identification of future needs and an evaluation of the Headteacher/nominated leader role.

## **7. Linked policies**

- Induction policy
- Performance Management / Appraisal Policy
- Pay Policy
- Safeguarding Policy

## DGAT MODEL OF LEARNING-CENTRED LEADERSHIP

### Principal Foundation

DGATs approach to improvement is driven by Christian mission, values and principles. This brings **purpose** to leadership at all levels across the organisation, including within and beyond individual academies.

DGAT expects leaders to exhibit the **character** required to be ‘servant’ leaders within their community for the benefit of the children in their care; whereby Christian distinctiveness becomes the principle foundation of their work in improving outcomes and raising standards.

In order to maximise the influence and impact of its leaders DGAT promotes a model of learning-centred leadership. This provides a relevant and sharply focussed framework for values-led improvement.

### Learning-centred leadership

DGAT expects that leadership across the Trust will involve a strong commitment and concern for pupils’ learning. What is distinctive about school leadership, compared to the leadership of other organisations is that it is centrally concerned with improving pupils’ developments and achievements.

Research tells us that school leadership has significant effects on pupils’ learning, second only to the effects of the quality of teaching and learning and the quality of the curriculum. Leadership is therefore most powerful and potent when it focuses on developing pupils’ learning and strengthening teaching. This is why the idea of learning-centred leadership is so important.

DGAT will therefore establish, promote and support a climate of high achievement through learning-centred leadership by enabling leaders in academies to make excellent decisions about:

- What is taught (curriculum)
- How it is taught (pedagogy)
- How it is assessed (formative and summative assessment)
- How learning is delivered and resourced (organisation)

Although Headteachers can draw on others for this process they must be seen to be confident about these issues and their implications. If learning is at the centre of the school’s purpose they need to know what is happening within classes and among individual pupils and ensure the efforts of all staff are focused on pupil learning.

DGAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage skills in others, for learning and assessment. It will dominate the way they communicate, the way they collect and review data, respond to staff development issues and shape the culture and structure of the academies they work with. In effect, they will model the learning-centred leadership we expect of those who lead our academies.

DGAT will enable school leaders to work with and through others to influence teachers’ practice through learning-centred leadership. In doing so, DGAT promotes three powerful tools for leaders to use:

- Modelling
- Monitoring
- Dialogue

These represent the essential methodology required to successfully implement whole school decisions to improve the curriculum, pedagogy, assessment, their organisation and delivery.

Finally, DGAT will systematically seek through its succession planning strategy, to identify, develop and utilise leadership talent in a way that builds capacity, competence and character through servant and learning-centred leadership. It therefore seek to recruit and grow individuals who understand that:

- Leadership is *contextualised* because where they are affects what they do as a leader. There is no one way to be successful in all situations. Outstanding leadership is sensitive to the context.
- Leadership is *collaborative* because we need leaders who can work together and learn with one another in order to share effective practices both in and beyond their academy.
- Leadership is *distributed* because we think about leadership rather than just the leader. Belief in the power of one has given way to the belief in the power and reach of everyone.
- Leadership is about providing a *sense of direction* to know where you are going. Good leaders 'see ahead', 'see behind', 'see above', 'see below', 'see beside', 'see beyond' and significantly 'see it through' (Henry Mintzberg 2003). They are aware of what is happening outside the school which will have implications for what goes on inside it and are capable of implementing change even when it is difficult to do so.

**CPD Record proforma**

**Academy name:** \_\_\_\_\_

<b>NAME:</b>	
<b>COVERING THE PERIOD:</b>	

Key Dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?

## APPENDIX 3

### Application procedure for funding/time off for training or study including an application to access apprenticeship funding

- 1 We are committed to developing the skills and knowledge of our employees and will support training appropriate to job roles, subject to the needs of the Trust/Academy, and operational and budgetary considerations.
- 2 To be eligible to make a formal request under this procedure you must:
  - a) be an employee\*;
  - b) have worked for us continuously for 26 weeks at the date your request is made;
  - c) have made no previous formal requests under this procedure in the last 12 months

*\*Some employees aged 18 or under are subject to special laws on education and training, and may not be covered by this procedure, depending on age and qualifications.*

- 3 To make a formal request under this procedure you should submit the form at the end of this Appendix to your Line Manager.
- 4 If your application for training is agreed without the need for a meeting, a copy of the signed form will be returned to you and the original will be retained on your personnel file.
- 5 Meeting  
If necessary the application will be discussed with you, usually within 28 days of receiving your formal request. We will normally tell you the decision in writing within 14 days of the meeting.
- 6 We do not have to pay you while you are taking time off for study or training requested under this procedure. However, in some cases we may agree to pay you for some or all of the time off. We do not have to pay the costs of training or study requested under this procedure. However, in some cases we may agree to meet some or all of those costs.
- 7 Where we reject all or part of your request, we will write to you with the following information:
  - a) which part of your request is rejected;
  - b) which of the grounds for rejection set out below applies and why; and
  - c) the appeal procedure.
- 8 We may reject your request for any of the following reasons:
  - a) that the proposed study or training would not in our view improve your effectiveness at work and the performance of the Trust/Academy;
  - b) the burden of additional costs;

- c) detrimental effect on ability to meet the demands of the school/Academy community;
  - d) inability to reorganise work among existing staff;
  - e) inability to recruit additional staff;
  - f) detrimental impact on quality;
  - g) detrimental impact on performance;
  - h) insufficiency of work during the periods that you propose to work;
  - i) planned structural changes
- 9 You may appeal if we reject all or part of your request. Your appeal, at which you may be accompanied, must:
- a) be in writing and dated;
  - b) set out the grounds on which you are appealing; and
  - c) be sent to the Headteacher within 5 days of receipt of the written notice of our decision.

The appeal decision will be final and you will not be able to make another formal request until 12 months after the date of your original request.

- 10 You must tell us in writing immediately if:
- a) you do not start the approved course for any reason (for example if it is cancelled);
  - b) you do not complete the approved course; or
  - c) you undertake (or wish to undertake) a different course of study or training;
  - d) there are changes to the approved course, including changes to the timing, cost or content of the course.
- 11 This procedure does not form part of any employee's contract of employment and we may amend it or depart from it at any time.

## FORM I

### Application for funding/time off for training / study including an application to access apprenticeship funding

#### Part A

Name:

Job Title:

Course Title
Is this an application to access the apprenticeship funding?
Course Provider
Course cost
Course dates (approximate if necessary)
The subject matter of the study or training
Where and when it takes place
What qualification (if any) it would lead to
How you think the study or training would improve your effectiveness at work

How you think the study or training would improve the performance of the Trust/Academy

Date(s) of any previous applications

Please complete Part B overleaf

**Application for funding/time off for training / study including application to access apprenticeship funding**

**Part B**

Name:

Job Title:

Please tick as applicable:

A I request that the course fees are paid by the Academy/Trust/Apprenticeship fund.

The total course fees are £ \_\_\_\_\_.

Please attach a copy of the course provider's information on fees

If you have ticked Option A then, in consideration of this, you agree that if your employment terminates after the Trust/Academy has incurred liability for the cost of the training you will be liable to repay some or all of the fees, expenses and other costs of the course as set out below:

- (a) if you cease employment before you attend the course but the Trust/Academy has already incurred liability for the costs, 100% of the costs that the Trust/Academy cannot recover from the learning provider shall be repaid;
- (b) if you cease employment during the training course or within 12 months of completing the course, 50% of the costs shall be repaid;

Thereafter, no repayment shall be required. You agree to the Trust/Academy deducting the costs from your final salary or any outstanding payments due to you and agree to be responsible for the repayment of any outstanding amount.

B In the event that the Trust /Academy will not agree to pay the course fees then I will be fully responsible for payment.

C I will be fully responsible for payment.

I, \_\_\_\_\_ (Name) understand and accept that I may in extreme circumstances be required to absent myself from the course and attend the Trust/Academy, if directed by the Headteacher (or delegate).

I, \_\_\_\_\_ (Name) confirm that there will be no other additional expenses that will be incurred by the Trust/Academy as a result of me undertaking this course e.g. travel, books, examination fees, etc unless agreed in advance by the Trust / Academy in writing.

I, \_\_\_\_\_ (Name) understand and accept that:

- Any books or resources belonging to the Trust/Academy bought by the Trust/Academy remain the property of the Trust/Academy and must be returned on completion of the course or earlier if required.
- The Headteacher may request an attendance report from the course tutor. If I am unable to attend for any reason I will ensure that my Line Manager is notified.
- Consent for me to undertake the course outlined by me in this agreement is dependent on my signed and dated acceptance of the terms of the agreement.

Signed Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**Part C overleaf to be completed by HT / The Trust in the case of the apprenticeship funding**

## **APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY**

**Part C to be completed by HT / The Trust in the case of the Apprenticeship funding**

Please tick as appropriate:

- A    The application is granted in full
- B    The application is granted in part. Please see the accompanying letter which sets out the reasons why the application has been rejected, in full or in part, and which provides the opportunity of an appeal.

This application is to access funding from the apprenticeship fund    YES / NO

Signed : \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_