

## CONTINUING PROFESSIONAL DEVELOPMENT POLICY

### College Governance Status

This policy was first issued in September 2008 and has been adopted by the Governing Body. It will be reviewed whenever new Government or NYCC guidance is issued or every three years.

Review dates	By Whom	Approval date
September 2008	Staff and Governors	22.09.08
September 2011	Staff and Governors	03.10.11
September 2014	Staff and Governors	21.09.15
November 2017	Staff and Governors	5.12.17
December 2020	Staff and Governors	

Signed by the Chair of Governors:



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### **1. Introduction**

The Mission of Caedmon College Whitby is:

*"Be the best you can be"*

The Corporate Objective for its' employees is:

*"The College will demonstrate that it sees staff as the most valuable resource".*

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- Caedmon College Whitby supports and promotes training and development as a demonstration of its commitment to its staff. The college CPD programme supports our mind-set principles:

All want to do a good job

All want to continually improve

All view success in student outcomes

All are intrinsically motivated and don't require bribes/ rewards to do their best

All are committed to 'be the best they can be'

All want feedback in order to improve

All welcome professional conversations

All welcome learning goals and have a mastery mind-set

All sign up to being a great teacher

### **Staffing**

External and internal CPD is co-ordinated by **Kate Mallender**

### **2. Needs Analysis**

In order to plan and implement effective training and development activities, the Subject Leaders draw upon a number of sources of information about training and staff development needs, notably the College Learning Plan, internal and external audit reports and Personal Development Plans arising from the College Performance Management. Subject leaders identify and record needs on the department action plans. CPD should be proactive in its approach in order to anticipate future needs and demands. However, it is also reactive by including ideas, suggestions and input from all areas of the College.

### **Budget**

The College dedicates funds in each financial year to meet the training and development needs of its staff.

### **Training and Development Programme – Teaching and Learning**

**A CPD menu**, constructed in consultation with senior staff, is produced as a result of the annual needs analysis in July of each year. This plan is distributed to all College staff at the start of each academic year via the College calendar and the Learning Plan.

### **3. Meeting the Needs**

In order to meet existing needs and anticipate future demand the College will:

- ⑩ ensure that members of staff who are new to the College, and those newly promoted, are adequately supported in their new roles
- ⑩ assist staff in meeting their strategic, operational and individual goals by:
  - co-ordinating and promoting appropriate in-house training for all staff across the College
  - assisting in the access to, and in the promotion of, appropriate external training for all staff across the College
  - ensuring all teachers are aspiring to 'good' standards of teaching and supporting their Teaching and Learning Development
  - using appropriate training from examination boards as necessary

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- ⑩ apply quality assurance procedures to all internal and external training and development to ensure efficient and cost-effective training takes place
- ⑩ disseminate and publicise information on training and development events, training and development activity, staff qualifications and Performance Review data to senior management, team managers and team leaders
- ⑩ seek the most cost-effective solutions to meet training and development needs and to optimise the financial resources made available by the College
- ⑩ ensure equality of opportunity to training and development resources for all staff

### 4. Induction

#### Introduction

The College will ensure that all newly recruited staff receive a basic induction programme to facilitate their entry into the organisation.

In addition to receiving an invitation to an induction session, all new staff complete a checklist of items to be covered by the line manager during the 'team induction' in line with the Investors in People standard.

#### Team Induction

Staff starting a new post in College will also receive a team-based, job-specific induction. This applies to staff achieving internal promotion, staff moving from one team to another, staff subject to a major job-review, and staff returning to work after a lengthy period away.

This job-specific induction covers the skills needs, the management needs and the awareness needs of the individual in terms of their new role.

#### Acknowledgement

All new staff are required to sign an acknowledgement form which states that they have read and understood specific details covered with the induction process, namely, Child Protection, Equal Opportunities and Health and Safety. This form should be completed as part of the formal induction session.

### 5. Mentorship

New staff may be allocated a mentor by their line manager, according to their support needs. The main aim of mentorship is to provide support and guidance by an experienced member of staff. The support will take a wide variety of forms, but will be centred on the needs of new staff through coaching and mentoring. The mentorship period will vary according to the needs of the individual.

### 6. Performance Review

#### Induction

The College Performance Review scheme is mandatory for staff on indefinite contracts and hourly paid staff are invited and encouraged to participate in the same scheme.

The Performance Review process concentrates on three issues:

- Main Teaching and Learning Responsibilities
- Personalised development and CPD
- Student Targets and Progress, all underpinned by staff CPD.
- Learning Area Responsibility.

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Reviewers track the Performance Management process, record the dates when Performance Review take place, complete the Performance Review Action Plans arising from the Review discussions and use those plans as part of the overall training and development planning process. Department SEFs are used to record individual and department needs.

### **Performance Review training**

All new staff attending the formal induction sessions receive a Performance Review briefing from the Senior Assistant principal. All line managers receive internal training on how to effectively manage the performance of others.

## **7. In-house training and development**

### **Teaching training**

The primary activity of the College is to support the learning of students. Consequently the College provides in-house Teaching and Learning Training throughout the year.

### **Leadership training**

The College is committed to providing support and training to staff whose primary function is the Leadership of others. All leaders and line managers will be offered the opportunity to participate in a programme of in-house training. Leaders may also be supported through external routes towards leadership qualifications.

### **Skills development**

The College recognises that all staff will need skill updates specific to their area of work. Where possible, appropriate training will be co-ordinated and delivered in-house. When this is not appropriate, financial support will be given to allow individuals or teams to receive external training. This might take the form of attendance at specific events or some form of industrial or commercial secondment.

**See CPD menu for internal training - Appendix F.**

## **8. External Training and Development**

### **Promotion of external events**

A wide range of publicity materials is received by the CPD Co-ordinator on a daily basis. The Co-ordinator will redirect this material, in consultation with appropriate senior staff, to ensure co-ordination and efficient coverage of issues.

It is the policy of the College to send only one member of staff to an external event, unless there are specific reasons why multiple attendance is appropriate.

### **Support for attendance (CPD)**

The budget includes financial support for the attendance of external events. Financial support will be available to pay for short term cover of their College responsibilities, for example, the teaching supervision of specific classes.

The College will make the necessary course reservations, travel and accommodation arrangements to assist staff attending these events and will seek the most economic solution wherever possible. The course fees will be met from the CPD budget, as will travel and associated expenses.

## **9. Financial support for staff**

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Support may be given to an individual member of staff who has satisfied the College that gaining a specific qualification will give benefit to the College and its learners. This support may take the form of:

- ⑩ waiving course fees for College courses where appropriate
- ⑩ making a contribution towards course fees for external courses or internal courses
- ⑩ making payment of examination fees
- ⑩ agreeing time off for attendance at courses
- agreeing time off for study and examination leave
- only staff on the Leadership Team will be financially supported through NPQH and only one candidate will be enrolled at any one time.
- It is hoped that staff who are financially supported with professional development will continue to work at the College for at least a further period of 2 years. Where extensive CPD costs have been paid by the College, eg, a Masters' degree, NPQH, etc, the College would expect the postholder to repay these expenses to the College.

### 10. Operational Procedures

#### Aims

Quality assurance procedures carried out in conjunction with training and development events have been designed to ensure that:

- ⑩ attendance takes place at training and development events which most benefit the College and the individual
- ⑩ only those internal events which benefit the College and the individual are organised
- ⑩ only those claims for costs are granted where they have been estimated and approved in advance
- ⑩ feedback on course and venue quality is provided and fed back into Learning Areas by the person(s) attending the course
- the tracking of post-staff development activity to ensure evaluation and cost effectiveness is assessed and recorded
- an evaluation form for the training and dissemination will be completed and filed before expenses are paid

#### Procedures

See Appendix A for the full details of the procedures associated with the organisation of, and attendance at, training and development events.

### 11. Training and Development Records

#### Training and Development Activity

Training and development activity for each member of staff is recorded by the College. Details include: staff name, event title, date(s) or activity, organiser, feedback and evaluation etc.

#### Performance Review data

To ensure comprehensive coverage of the College Performance Review scheme, the College records on a dedicated database, Performance Review details for all staff on indefinite contracts.

The purpose of these computer records is solely to verify that Performance Reviews have taken place and to track the receipt and recording of Personal Development meetings.

### **12. Internal Dissemination**

#### **Event details**

Details of internal and external events are passed to the appropriate staff.

#### **Activity**

Details are sent to team managers/leaders on a regular basis.

#### **Performance Review data**

Reminders are periodically sent to team leaders if confirmations of planned Performance Review dates are not received.

### **13. Evaluation**

#### **Aims**

Evaluation takes place at the planning stage, and before and after training and development activities. The procedures carried out in conjunction with training and development activities have been designed to ensure that:

- ⑩ planned activities of College staff meet the requirements of strategic and operational plans and, where possible, individual plans
- ⑩ forthcoming external events are evaluated as to their relevance and cost-effectiveness
- ⑩ the benefits of attendance by an individual comply with strategic, operational and individual plans
- ⑩ the effectiveness of activity is evaluated by the individual on completion of an event
- ⑩ the effectiveness of activity is evaluated by the Reviewer on completion

The evaluation procedures are reviewed by the Senior Assistant Principal, Strategic Team links and Heads of Department, as relevant, using the evaluation forms, SEF Action plan reviews and evidence on the Teaching and Learning tracker when applicable.

### **14. Part Time Staff**

- PT staff should meet with their HOD to agree which sessions they will be attending on a Thursday evening. If they do not work on a Thursday then they must confirm when they are completing this time and what tasks they are doing.
- PT staff should do the full time equivalent of their hours over the course of the year.

## APPENDIX A

### Operational Procedures

#### Attendance at an event

When a member of staff wishes to attend an event, a 'Request for Absence' form needs to be completed (see attached copy **Appendix B**). Details of the course/event should be attached to the form. Once approved these details will be transferred to a 'Staff Training & GEST Form' by office staff (see attached copy **Appendix C**).

Where a course is not approved it may be due to an inappropriate application, lack of funds, or the discovery of a more suitable source of training or development. On these occasions, the individual will be informed of their unsuccessful application and the reason(s) fully explained. On some occasions the reason for refusal may be due to the numbers of staff already absent on a particular date, thus creating difficulties with cover and supply. Should an alternative date be available then re-application would be considered.

#### Expenses Claims

Expenses for travel and substance arising from the attendance at an external training / development course are claimed via the expenses claim form through the Finance Office. All receipts must be produced and attached to the form.

#### Evaluation – post attendance

The evaluation form must be completed and returned to the main office (see attached copy **Appendix D External and E Internal**). Feedback from external courses and training/development sessions is added to the staff database to inform Performance Management, and to link in with future planned development requirements. THIS MUST BE COMPLETED BEFORE ANY EXPENSES ARE PAID.

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## APPENDIX B

## CAEDMON COLLEGE WHITBY

### REQUEST FOR LEAVE OF ABSENCE/COVER/CPD

EACH REQUEST FOR TIME OFF MUST BE APPLIED FOR ON A SEPARATE FORM

<b>Name of Applicant</b>		
<b>Date applied for</b>		
<b>Time applied for</b>	<b>TUTORIAL</b> <input type="checkbox"/> <b>P1</b> <input type="checkbox"/> <b>P2</b> <input type="checkbox"/> <b>P3</b> <input type="checkbox"/> <b>P4</b> <input type="checkbox"/> <b>P5</b> <input type="checkbox"/> <b>P6</b> <input type="checkbox"/>	
<b>Details of request:</b> (Confidential matters should be discussed with the Principal before completing this section). (Please attach any relevant medical appointment letters or <b>CPD details</b> ).    <b>CPD REQUESTS</b> signed by VER _____		
<b>Signature of Applicant</b>		<b>Date</b>
<b>Approval Signature of Line Manager</b>		<b>Date</b>

**Summary of leave entitlement:**

- |   |  |
|---|--|
| 1. <b>Compassionate Leave</b>           | Up to 3 days leave for bereavement and attending seriously ill dependants  |
| 2. <b>Time off for dependants</b><br>be | Up to 2 days unpaid leave for an emergency (if the emergency can be alleviated and you attend work on the same day for a reasonable amount of time (eg at work by break) – it will be with pay   |
| 3. <b>Emergency home/domestic</b>       | Unpaid with Principal’s agreement not more than one day  |
| 4. <b>Special Leave</b>                 | A number of days of unpaid leave may be requested to deal with personal or domestic issues   |
| 5. <b>Medical Appointments</b>          | Where possible all appointments should be made outside working hours. If not possible the following applies:-<br>a) Hospitals/Medical Clinics/Screening appointments for specific Issues is with pay<br>b) Doctors/Dentists/Opticians (unless for Display Screen User Eye Test)<br>i) Teachers – without pay<br>ii) Support Staff – speak with the Principal |

SLB (APPROVAL) <input type="checkbox"/>	CW (DIARY) <input type="checkbox"/>	CW (FILE) <input type="checkbox"/>
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<b>KP ADDITIONAL APPROVAL IF NECESSARY</b> <input type="checkbox"/>  Signature _____
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**APPENDIX C**

**STAFF TRAINING & GEST FORM**

**Procedures for booking staff training:**

- Staff may NOT book courses directly themselves
- Staff complete a 'Removal from Timetable' form for cover purposes and pass to CN together with the course date and details
- Cover availability will be checked with CN
- Once approval is granted all details are passed to CN for formal booking of the course
- Details of all training and development is logged in individual's CMIS records

<p><b>1. Main Details</b></p> <p>Name _____ Date of Course _____</p> <p>Brief Details _____</p> <p>Reason for this training _____</p> <p><b>2. Budget/Cost Details</b></p> <p>Course Fees _____ Possible Expenses _____</p> <p>Approved by _____</p> <p><b>3. Cover Requirements</b></p> <p>Appropriate cover slip completed and passed to CN          YES</p> <p><b>4. Further details</b></p> <p>Course/Training booked _____ Date _____</p> <p>Date of Training _____ Provider _____</p> <p>Venue _____</p>
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<p><b>COST / BUDGET DETAILS</b></p>	
Course Fees _____	
Travel Expenses _____	Cost Code _____
Other _____	Gest Number _____
Total Cost _____	

**APPENDIX D**

**STAFF TRAINING & DEVELOPMENT  
EXTERNAL COURSE/EVENT EVALUATION FORM**

This evaluation form must be completed following attendance at an external professional developmental event.

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Professional development identified via:

Team Leader  Performance Review  NQT/ITT

Full details of event (including provider, venue and location, any workshops and focus of the day)

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Did this event fully meet your expectations and provide you with knowledge, information and ideas to put into practice?

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Have you been able to share/disseminate information/ideas/suggestions with colleagues? How does this inform good practice/teaching and learning/classroom management? (Continue overleaf if necessary)

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How did you rate the provider of this event? (Good/Poor/OK) \_\_\_\_\_

How did you rate the presenter(s)? \_\_\_\_\_

How did you rate the facilities? \_\_\_\_\_

Are there any follow up issues arising from this course, or any recommended sessions?

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Any other comments you wish to add (continue overleaf if necessary)

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Please sign and date and ask your team leader to also sign and date it.

Signed (postholder): \_\_\_\_\_ Signed (team leader): \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Please return this form to Carolyn Noble on the Normanby Site**

**APPENDIX E**

**STAFF TRAINING & DEVELOPMENT  
INTERNAL CPD EVALUATION FORM**

Name: \_\_\_\_\_ Department: \_\_\_\_\_

CPD Programme:

What have you learned?

How do you anticipate the course will impact on your practice?

What do you still want to know?

What further support would be helpful?

How will you share what you have learnt with others?

Other comments:

Signed

Date

**Please return this form to Kate Mallender (Normanby Site)**