

# The Whitby Secondary Partnership

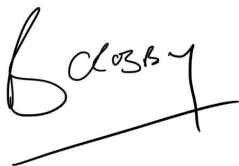
## CONTINUING PROFESSIONAL DEVELOPMENT POLICY

### 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 NYC 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
October 2020	Staff and Governors	19.11.20
November 2023	Staff and Governors	9.01.24

**Signed by the Chair of Governors:**



**Brian Crosby**

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### **1. Introduction**

#### **The Federation Vision for 2024 is:**

Staff are valued and supported to develop as professionals through personalised CPD.

The federation supports and promotes training and development as a demonstration of its commitment to its staff. The college CPD programme supports our 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 **Katie Mallender at Caedmon College & Whitby Sixth form and Phil Nicholson at Eskdale**

### **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 department development plans, internal and external audit reports and Personal performance development Plans. Subject leaders identify and record needs on the department development 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 schools.

#### **Budget**

The schools dedicate 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**, to constructed in consultation with senior staff across the Federation, is produced as a result of the annual needs analysis in July of each year. This plan is distributed to all Federation staff at the start of each academic year via the calendar.

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

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

- ensure that new members of staff and those newly promoted, are adequately supported in their new roles
- assist staff in meeting their strategic, operational and individual goals by:
  - co-ordinating and promoting appropriate in-house training for all staff across the schools
  - assisting in the access to, and in the promotion of, appropriate external training for all staff across the schools
  - 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
- apply quality assurance procedures to all internal and external training and development to ensure efficient and cost-effective training takes place
- 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
- seek the most cost-effective solutions to meet training and development needs and to optimise the financial resources made available by the schools
- ensure equality of opportunity to training and development resources for all staff

### **4. Induction**

#### **Introduction**

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

#### **Team Induction**

Staff starting a new post in school 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 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 attached to a role
- Meeting the Teaching standards
- Personalised development and CPD

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 development plans 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 Katie Mallender at Caedmon and Phil Nicholson at Eskdale. 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 schools is to support the learning of students. Consequently the schools provides in-house Teaching and Learning Training throughout the year.

### **Leadership training**

The schools are committed to providing support and training to staff whose primary function is the Leadership. Leaders will be supported through external routes towards leadership qualifications.

### **Skills development**

The schools recognise 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.

## **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 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 school responsibilities, for example, the teaching supervision of specific classes.

The schools 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**

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

- waiving course fees for courses where appropriate
- making a contribution towards course fees for external courses or internal courses

- making payment of examination fees
- 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 schools for at least a further period of 2 years. Where extensive CPD costs have been paid for, eg, a Masters' degree, NPQH, etc, the schools would expect the postholder to repay these expenses.

## **10. Operational Procedures**

### **Aims**

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

- attendance takes place at training and development events which most benefit the schools and the individual
- only those internal events which benefit the schools and the individual are organised
- only those claims for costs are granted where they have been estimated and approved in advance
- 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 Performance Review scheme, the schools record 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:

- planned activities of staff meet the requirements of strategic and operational plans and, where possible, individual plans
- forthcoming external events are evaluated as to their relevance and cost - effectiveness
- the benefits of attendance by an individual comply with strategic, operational and individual plans
- the effectiveness of activity is evaluated by the individual on completion of an event
- 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, Subject priority 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 twilight sessions they will be attending.
- PT staff should do the full time equivalent of their hours over the course of the year.

### **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. 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.

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

An evaluation form must be completed and returned to the main office. 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.