# Workforce Development (CPD) Policy

**Approved by Governors**

**13/12/2018**

**Principles, Values and Entitlements**

This Academy is a "learning community" where all are involved in a continuous process of improvement and enrichment. The academy is committed to fostering a positive climate for continuous learning amongst its community. Workforce development is the means by which the academy is able to motivate and develop its community and is integral to the academy improvement. It does so at a variety of levels – individual, team, whole academy and through wider networks with an emphasis on collaborative learning. It conforms closely to the requirements enshrined in the 2012 revised Appraisal arrangements and the introduction of the Teachers" Standards in 2012.

The academy believes in the DFE philosophy staff should "take responsibility for improving teaching through appropriate 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 as well as promotion. Workforce development will be co-ordinated by a named leader who will be a member of the Academy leadership team but who will be assisted by others in taking forward this policy.

All those involved in the academy community shall have an entitlement to equality of access to high-quality induction and continuing support and development which addresses their needs and aspirations. Workforce development in the academy is linked closely with remodeling strategies and practices.

The central features of the workforce development policy will comprise:

- effective auditing and identification of need and aspiration
- ensuring appropriate match of provision to 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 will use a range of types of provision and providers adopting "Best Value" principles in determining these.

The academy"s provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills and expertise dealt with earlier particularly across the key areas identified in the appropriate Standards Frameworks.

The academy will support professional recognition including accreditation of the workforce learning and development undertaken.

The workforce development (CPD) leader will engage with various bodies such as trade union learning representatives, local and national providers to support and advise staff on lifelong learning needs including basic skills and basic ICT.

The workforce development (CPD) leader shall be responsible for identifying the academy"s needs and those of the academy community. Such needs will be identified largely through existing mechanisms such as:

- Academy, local and national priorities
- Academy self-evaluation
- Appraisal and Performance Management

- Other internal and external monitoring and feedback evidence
- Evidence from individual reflection and self-evaluation processes
- Learning and Teaching/TEEP Group
- Faculty and Departmental meetings and Link Leader, moderation and CT meetings
- Informal and formal discussions with individuals and teams.

The outcomes of the needs analysis will feed into the Academy Improvement Plan. Individuals will be encouraged to produce individual training needs and development plans as part of the appraisal process and these will be shared with the workforce development (CPD) leader.

The workforce development (CPD) leader will be responsible annually for discussing with the Principal and reporting to the governing body the main priorities in terms of training and development, the provision, impact and the likely budgetary implications of addressing these needs. Workforce development issues will also be addressed at other governing body meetings and will be included as part of the Principal's report.

Any needs analysis undertaken, will be undertaken with the full cooperation of staff and trade unions and will be used solely for learning and development purposes. It will not be used in relation to other issues such as job evaluation, redundancy, pay, performance appraisal or disciplinary procedures.

Appraisal needs (Training and Development needs) should be made available on SharePoint to the workforce development (CPD) leader to enable suitable training or development opportunities to be accessed. Part of this responsibility has been delegated to the relevant Head of Faculty/Department. Other requests for accessing opportunities should be addressed to the workforce development (CPD) leader and/or the Leadership Team who will discuss at Leadership Team Meetings and decide on the most effective means.

The workforce development (CPD) leader shall be responsible for ensuring that appropriate opportunities are provided for the following groups of the academy community:
- Induction of: Newly Qualified Teachers (In conjunction with the NQT Professional Tutor); Instructors and others in their early years in the profession (with the support of the Assistant Lead Practitioner (ALP), Specialist leader of Education (SLE) or other identified staff)
- Induction of other staff new to the academy or role in conjunction with the NQT Professional Tutor
- Teachers (qualified and unqualified)
- Middle managers/subject leaders (emergent leaders)
- Principal, senior leaders and other leaders
- Teaching assistants, technicians, learning mentors and support workers,
- Administrative staff, including the librarian.
- Assistant and/or Lead Practitioners
- PGCE trainee teachers (in conjunction with the PGCE Professional Tutor)
- Schools Direct trainees (in conjunction with the SD Professional Tutor)
- Staff who require additional support as identified through the Appraisal process

The workforce development (CPD) leader will be responsible for ensuring that:
   a. provision is of sufficient quality
   b. provision is organised and budgeted efficiently, e.g. to manage the budget, pass on details of courses, liaise with relevant people to arrange INSET (bookings, venues, facilities and resources)
   c. provision is available at convenient times. The workforce development (CPD) leader will discuss with the Principal and governing body requests for changes to work patterns to enable training and development opportunities to be accessed with requests

considered on an individual basis and in accordance with academy policies

d. current opportunities, including lifelong learning ones are communicated to the relevant staff and that it is made clear that they are actively encouraged to fully participate in learning procedures

In ensuring that provision meets „Best Value" principles, the academy will adopt the principles for effective workforce development. The academy"s provision will:

- meet identified individual, academy or national development priorities
- be relevant and inspiring
- be based on good practice, current research and inspection evidence and have a valid, theoretical underpinning
- help raise standards of students' achievements
- respect cultural diversity
- be provided by those with the necessary experience, expertise and skills
- 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 will support a wide portfolio of workforce induction and development approaches identified according to "Best Value" principles and which reflect the learning effectiveness of the participants. Examples of these include:

- an effective induction for all new staff to the academy following the agreed academy induction checklist and delivered by the workforce development (CPD) leader or delegated to the appropriate line manager
- in-house training using the expertise available within the academy (e.g. collaborative teaching, planning and assessment, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem- solving, modeling, TEEP Level 1 training for all staff, TEEP level 2 training opportunities, training/support from TEEP Level 2 and 3 staff and the ALP/SLE)
- coaching and mentoring and engaging in a learning conversation, including cross- curricular groups and TEEP groups
- Engagement with local projects such as the Lightwoods teaching School Alliance KS3 Teaching and Learning / Literacy project
- job enrichment/enlargement (e.g. a higher level of responsibility, acting roles, job rotation, shadowing, leading meetings)
- involvement in the Academy"s Learning and Teaching/TEEP group or other working groups such as the TEEP groups
- producing documentation or resources (e.g. curriculum development, teaching materials, assessment package, ICT or video programme)
- accessing an internal or external consultant/adviser or relevant expert such as a Lead Practitioner, Assistant Lead practitioner, Specialist Leader of Education, Senior Leaders, Outstanding Teachers, Level 2 and Level 3 TEEP staff within and beyond the Academy
- attendance at a lecture, course or conference
- school visits to observe or participate in outstanding and successful practice
- involvement with a governing body
- support for 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, NCSL programmes, Outstanding and Improving Teacher Programmes (in conjunction with The Sutton Park Alliance), Foundation Degrees and others
- research opportunities
- distance learning (e.g. relevant resources such as educational journals and publications, training videos and reflection)

- practical experience (e.g. exam marking experience, opportunities to present a paper, contribute to a training programme such as the role of middle leaders in the Lightwoods project, OTP/ITP delivery, 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 a joint planning, observation or standardisation, special project working group, involvement in a formal or informal partnership such as through The Sutton Park Alliance or other learning community).

**Evaluating Impact and Disseminating Good and Outstanding Practice**

All those engaged with workforce learning and development will be encouraged to:
- reflect on their development using appropriate mechanisms such as appraisal systems and evaluation tools such as those available for teachers and associate staff and seek professional recognition for the work undertaken.

The workforce development (CPD) leader will provide directly or organise guidance to staff on how such recognition can be achieved and appropriate accreditation earned.

Staff will evaluate INSET opportunities to allow impact to be measured and identify the opportunities to disseminate to other staff via an evaluation form which will be completed on completion of the training (external course). Relevant feedback about the provision and the ideas should be provided on the evaluation form. Staff will be responsible for disseminating information with relevant people such as within a faculty/department. Where it is agreed that there would be benefit in a wider circulation, the workforce development (CPD) leader will be responsible for organising that, e.g. circulating relevant resources, a session at staff or subject meeting or introducing a teaching or learning strategy, inclusion on the academy website.

The workforce development (CPD) leader will be responsible for ensuring whether any follow up is needed to the provider.

The workforce development (CPD) leader shall be responsible for assessing the value for money" aspect through seeking to monitor and evaluate impact.
These success criteria will include:
- participant evaluations
- sustainable student outcomes including attainment, engagement and enthusiasm
- sustainable staff skills, knowledge and understanding
- sustainable staff confidence and motivation
- recruitment and retention
- career progression and promotions

**Professional Development Portfolio (PDP)**

The Professional Development Portfolio is one element of the staff workforce development (CPD) framework. The portfolio is a tool with which colleagues may plan their development. A portfolio folder is issued on induction and guidance given on the relevance and importance of maintaining a PDP, however staff may choose to keep their own records in an alternative format.

It requires staff to:
- Undertake planning and review (this forms part of the Appraisal process)
- Keep records of how their work and training relates to their teaching & learning or job role
- Plan for their professional development

All staff will recognise that these tasks are integral to their work rather than an optional extra.

Guidelines for the content of staff P.D.P.'s

Please note: some of this evidence is now kept secure on SharePoint - compliance with GDPR):

- Induction Checklist (for new staff)
- The Academy"s Workforce (CPD) Policy
- Appraisal Policy

- Teachers" Standards (2012) or other relevant Professional Standards
- Faculty/Academy Improvement Plan (relevant sections as applicable)
- Their Job description
- Appraisal documents - kept on SharePoint
- Curriculum Vitae
- CPD Log – a record of experiences, skills, attributes and courses attended and kept on SharePoint
- Attendance Certificates or Copies of Course authorisation forms – can be scanned onto SharePoint
- Copies of relevant lesson observations, feedback and copies of the Teachers" Standards from their appraiser – now stored on SharePoint
- Qualifications gained (copies of main certificates)
- Any additional evidence of successes, results etc that staff feel may be useful – now kept on SharePoint

## Funding for workforce development (CPD)

Most courses and developmental activities will require funding to meet the cost of the course and cover and travel. **Staff must follow the procedures outlined below in seeking approval for these activities and courses**.

The Academy, values the importance of workforce development and currently funds CPD out of the main budget for essential courses such as standardization and new specifications. In addition it continues to support other CPD development such as. TEEP Level 1, 2 and 3 training, middle leader training, Improving teachers and outstanding teacher training through the Sutton Park Alliance.

HOF/HOD needs to be aware that all examination moderation/standardisation courses need to be considered as a priority and the Academy will prioritise these but cover requirements must be considered and appropriate dates chosen.
All CPD coursed should be approved by the Principal via the usual procedures explained below.

HOF/HOD will also use the moderation/training day and faculty/departmental Inset sessions to deliver training for their team or individuals and can also use faculty/departmental meeting time for such purposes. TEEP and sharing practice is a standards item in all faculty/departmental meetings.

The application procedure for external courses is as follows and all forms must be signed by the Principal. The form is completed by the member of staff attending the course and then after the HOF/HOD has signed it along, it is handed to the Cover Co- ordinator for submitting to the Principal. The Principal and Leadership Team will consider the course, needs of the individual and impact on the
Academy. This includes the benefits to the individual, faculty/department as well as cover implications and cost.

Following the completion of the training either external or internal, the member of staff should complete an Evaluation of Training form following the external/internal training and return this to the Cover Co-ordinator. This will allow the Academy to evaluate the impact of training and quality of providers.

To access the application forms and evaluation forms, staff should log on to SharePoint to access the forms – Staff Noticeboard – Requesting and reporting absence and follow the procedures.