



# Community First Academy Trust

## **Apprenticeship Continuing Professional Development (CPD) and Training Policy**

**September 2023 to August 2024**

Community First Academy Trust

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| Document Control        |           | Apprenticeship<br>Professional Development (CPD) and<br>Training Policy                                                                              |
|-------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Version and Date        |           | Actions/Notes                                                                                                                                        |
| 1.0                     | Jan 2020  | Revised policy agreed by SCITT Headteacher Board                                                                                                     |
| 2.0                     | May 2021  | We have updated this template privacy notice in line with recommendations made by the DfE and ESFA.                                                  |
| 3.0                     | July 2023 | This policy has been reviewed and updated to ensure it is compliant and up to date with the latest government guidance and best practice principles. |
| Policy Reviewed         |           | July 2023                                                                                                                                            |
| Policy review frequency |           | Annually or in line with legal or statutory guidance                                                                                                 |
| Next Planned review     |           | August 2024                                                                                                                                          |

## Legislation

- DfE guidance 'Keeping children safe in education 2023'
- DfE (2016) 'Standard for teachers' professional development'
- DfE (2021) 'Teachers' Standards'
- The Equality Act 2010

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Early Career Teacher (ECT) Induction Policy

## Statement of intent

### Mission Statement and Professional Development Vision

Community First Academy Trust trading as Kingsbridge EIP SCITT is committed to delivering high quality education and research and will ensure that it has a workforce that is competent and capable.

Our charitable trust has one single legal and moral purpose: to advance education in the public interest and we are committed to the professional and personal development of the school workforce.

Our strategy begins with strengthening academic excellence. This includes embedding a culture of mutual respect which nurtures and encourages all pupils and employees to become polite, honest, trustworthy, independent, tolerant, determined, responsible and resilient. This will give them firm foundations to experience success in whichever form they choose.

The Department for Education sets out five clear strands in their definition of British Values and Community First Academy Trust wholeheartedly agrees with these:

- Democracy
- The rule of law
- Individual Liberty
- Mutual respect
- Tolerance of those of different faith and beliefs

### Aims and objectives

Community First Academy Trust is committed to the learning and development of its entire staff. It **actively supports** and **promotes** all relevant learning and development recognising that the institution can only function effectively if adequate development support is made available to both teaching and non-teaching staff at all levels.

The purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching and learning.
2. To enable staff to meet their individual objectives as set out in their performance management review.
3. To facilitate the CPD of all staff.
4. To involve all staff in moving the school towards the objectives stated in the school improvement plan (SIP).
5. To provide a systematic approach to development for all staff.
6. To provide support and advice for staff.
7. To ensure all teaching staff are able to meet the teachers' standards.

To improve sector knowledge, all of our staff participate in an annual calendar of CPD where new concepts and trends are presented and discussed by sector experts. We encourage our staff to reflect on this learning opportunity during follow-up review following and 4-weeks after

the event. Staying abreast of education trends is critical we also discuss and share sector trends and concepts continually at weekly staff meetings and via our trust portal.

## **1. Key roles and responsibilities**

- 1.1. The Board of Trustees has overall responsibility for the implementation of the Continuing Professional Development (CPD) and Training Policy of Community First Academy Trust.
- 1.2. The Board of Trustees has overall responsibility for ensuring that the Continuing Professional Development (CPD) and Training Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Board of Trustees has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The Headteacher or Head of School will be responsible for the day-to-day implementation and management of the Continuing Professional Development (CPD) and Training Policy of Community First Academy Trust.
- 1.5. The CPD Coordinator is responsible for overseeing the administration of CPD and training at a strategic level and for liaising with the Governing Body and Headteacher to report on the provision and impact of CPD.
- 1.6. Administration staff are responsible for administering training and CPD and for booking training sessions and keeping a register of all employee CPD on the employees Arbor.
- 1.7. Line managers are responsible for identifying training needs among their staff members via performance management and observations.
- 1.8. Heads of department are responsible for identifying training needs across their departments via departmental meetings.
- 1.9. Members of staff are responsible for identifying their own training needs in response to their own practice.
- 1.10. Members of staff are responsible for evaluating the CPD they undertake.

## **2. Identifying needs**

- 2.1. **Individual** - these should be identified as part of the performance management process, and by the individual member of staff in response to their own practice. When the individual's work objectives have been agreed they should, with their line manager, then consider their own development needs to enable them to meet those work objectives. At the same time, individuals should consider their longer-term career aspirations and identify the development needs arising from these.

- 2.2. **Department** – these should be identified by Heads of Department during departmental meetings and reported to the CPD coordinator.
- 2.3. **Organisational** - these may arise as the result of new legislation and policies, or as part of the wider school improvement plan (SIP). They should be considered by the Governing Body in liaison with the CPD coordinator and be factored in to long term strategic planning (LTSP).
- 2.4. Development needs should be reviewed formally at least twice a year during the appraisal process.

### **3. Provision of CPD and training**

- 3.1. The purpose of continuing professional development and ongoing training is:
- To improve the quality of teaching and learning.
  - To enable staff to meet their individual objectives as set out in their performance management review.
  - To facilitate the CPD of all staff.
  - To involve all staff in moving the school towards the objectives stated in the school improvement plan (SIP).
  - To provide a systematic approach to development for all staff.
  - To provide support and advice for staff.
  - To ensure all teaching staff are able to meet the teachers' standards.
- 3.2. At Community First Academy Trust CPD provision will allow staff to develop skills and competencies progressively with reference to Teachers' Standards, NCSL's Leadership Programmes, and competency descriptions for Teaching Assistants, High Level Teaching Assistants, School Business Managers etc.
- 3.3. The school will support accreditation of the professional development of staff.
- 3.4. Quality assurance mechanisms will ensure that schools access provision of a consistently high standard.
- 3.5. To ensure that there are effective links to school improvement and self-evaluation and to ensure that CPD maintains a high profile, the CPD coordinator holds a senior responsibility within the school
- 3.6. We are proud of the quality of teaching and learning at our school. We are committed to disseminating good and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.
- 3.7. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.

### **4. Training costs**

- 4.1. All funds are allocated on an equitable basis where possible. Requests are rarely rejected.

- 4.2. Individuals are also encouraged to apply for Training Bursaries when applicable, to help fund private further education. The school also encourages individuals to carry out Action Research Projects (ARP).
- 4.3. The school does not tend to fund master degree modules unless a particular module can have a direct impact on the school's objectives. Individuals would need to see the CPD Coordinator in the first instance.
- 4.4. The school also encourages unqualified teachers to follow degree courses on a part time basis. Again, funding for these will be determined by the school's needs and will be judged on an individual basis.

## **5. Repayment of training costs**

- 5.1. If a member of staff resigns during training for which the Community First Academy Trust is paying or within one month of the date of completion of training for which Community First Academy Trust is paying, they will be required to repay the full cost of the training.
- 5.2. Following this period, Community First Academy Trust operates a sliding repayment scale, so that the amount that the employee is required to repay is reduced by one twelfth/one quarter at monthly/quarterly intervals. Once the employee has completed one year's service from the date of the end of the training, they will not be required to repay any of the costs of the training should they resign.
- 5.3. Community First Academy Trust reserves the right, on the employee's resignation, to require them to repay the employer for training costs that they owe from their final salary payment.

## **6. Leadership and management of CPD**

- 6.1. The CPD Coordinator will receive training to ensure that they are able to fulfil the role effectively.
- 6.2. The CPD Coordinator will discuss with the Headteacher, SMT and Governing Body the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.
- 6.3. CPD issues will be addressed at Governing Body meetings and be included as part of the Headteacher's report. The CPD Coordinator shall attend Governing Body meetings as appropriate, including the annual presentation of a report on the provision and impact of CPD.
- 6.4. There should be robust, transparent arrangements for accessing CPD that are known to all staff.
- 6.5. There will be arrangements for annual discussions between staff and a Senior Member of Staff (the Headteacher, Deputy Headteacher, Assistant Headteacher or the CPD Coordinator) to discuss the following within the context of school priorities:

- Needs and aspirations.
- Methods of accessing CPD provision including appropriate funding.
- Accreditation opportunities.
- Ways of disseminating the training.
- This will be combined with the performance management process.

## **7. Planning for effective CPD**

7.1. CPD will be planned to balance use of resources with the aspirations and interests of staff. CPD opportunities should meet the following criteria:

- Meet identified individual, school or national development priorities.
- Are based on good practice – in development activity and in teaching and learning.
- Help raise standards of pupils' achievements.
- Respect cultural diversity.
- Are provided by those with the necessary experience, expertise and skills.
- Are planned systematically and follow the agreed programme except when dealing with emerging issues.
- Are based, where appropriate, on relevant standards.
- Are based on current research and 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.

## **8. Types of CPD activity**

- 8.1. Attendance at a course or conference.
- 8.2. In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise.
- 8.3. School-based work through accessing an external consultant/adviser or a relevant expert such as an advanced skills or lead teacher, model and demonstration lessons.
- 8.4. School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school.
- 8.5. Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with Governing Body.
- 8.6. Opportunities to participate in award bearing work from higher education or other providers.
- 8.7. Research opportunities, e.g. a best practice research scholarship.

- 8.8. Distance learning, e.g. relevant resources, training videos, reflection, simulation.
- 8.9. Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks.
- 8.10. Job enrichment/enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing.
- 8.11. Producing documentation or resources such as a personal development plan, teaching materials, assessment package, computing or video programme.
- 8.12. Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity.
- 8.13. Partnerships, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in networks or partnerships.
- 8.14. Creating an improved learning environment within the school.

## **9. Evaluation of CPD activities**

- 9.1. In order to ensure that training activities undertaken are efficacious to staff and pupils, CPD activities will be evaluated on an individual, departmental and whole school basis.
- 9.2. Evaluations will measure the following:
  - Pupil and school attainment.
  - Improved teaching and learning.
  - Increased pupil understanding and enthusiasm.
  - Increased staff confidence.
  - Increased evidence of reflective practice.
  - Recruitment, retention and career progression/promotable staff.
- 9.3. Evaluations will take place with the following frequency:
  - Staff members will evaluate individual CPD and training activities as they undertake them. They are encouraged to maintain an appropriate professional development portfolio.
  - Staff members are responsible for disseminating relevant professional development to the school community.
  - Heads of Department will evaluate departmental CPD and training activities once per term.
  - The CPD Coordinator will evaluate whole school CPD and training twice yearly.

## Appendix 1 – Course / CPD Request Form



# REQUEST FOR COURSE BOOKINGS

|               |  |      |  |
|---------------|--|------|--|
| Employee Name |  | Date |  |
|---------------|--|------|--|

Please complete the following details and forward completed forms to the Head of School or Headteacher for approval. Courses should not in any circumstances be confirmed / booked until approval is received.

|                                                                            |   |               |  |
|----------------------------------------------------------------------------|---|---------------|--|
| Date of Course                                                             |   |               |  |
| Course Title                                                               |   |               |  |
| Venue / Address                                                            |   |               |  |
| Time (Start)                                                               |   | Time (Finish) |  |
| Cost (if any)                                                              | £ |               |  |
| Cover implications (if any)                                                |   |               |  |
| Is the training statutory?                                                 |   |               |  |
| What preparation will you do before taking this course?                    |   |               |  |
| How will taking this course benefit you?                                   |   |               |  |
| How will taking this course benefit your colleagues and the organisation?  |   |               |  |
| What skills/knowledge are you expecting to learn/develop from this course? |   |               |  |
| How will you apply your new skills/knowledge to your job role?             |   |               |  |
| Any alternatives considered:                                               |   |               |  |

Authorised by .....

Date:     /     /

Booked by .....

Date:     /     /

Course confirmation received .....

Date:     /     /

## Appendix 2 – Initial Evaluation Form

### CPD or External Training Evaluation to be completed on returning from any course bookings

In order to ensure that training activities undertaken are efficacious to staff, pupils, children and our communities all CPD activities will be evaluated on an individual, departmental and whole school basis. Staff members will evaluate individual CPD and training activities as they undertake them. They are encouraged to maintain an appropriate professional development portfolio. Staff members are responsible for disseminating relevant professional development to the school community.

Please complete the following details and forward completed forms to the Head of School or Headteacher.

|                                                                                                                              |  |              |  |
|------------------------------------------------------------------------------------------------------------------------------|--|--------------|--|
| Employee Name                                                                                                                |  | Course Title |  |
| What impact on your job role did the CPD / Course activity have?                                                             |  |              |  |
| What changes in your behaviour / practice will you make as a result of your learning?                                        |  |              |  |
| What impact will your learning have on your colleagues, pupils/children or families/our communities?                         |  |              |  |
| In your opinion, was the CPD or Course activity worthwhile?<br><br>If yes, why<br><br>If no, what could have made it better? |  |              |  |

How has the CPD or Course help you achieve your CPD objectives for 2019/20?

|           |  |
|-----------|--|
| Comments: |  |
|-----------|--|

I have discussed the above with my Line Manager:

|                                 |  |      |  |
|---------------------------------|--|------|--|
| Participant name & signature(s) |  | Date |  |
|---------------------------------|--|------|--|

### Appendix 3 – 6-Week Evaluation

## CPD or External Training Evaluation to be completed after 6-weeks of any course bookings

Please complete the following details and forward completed forms to the Head of School or Headteacher.

|               |  |              |  |
|---------------|--|--------------|--|
| Employee Name |  | Course Title |  |
|---------------|--|--------------|--|

|                                                                                                                                     |  |
|-------------------------------------------------------------------------------------------------------------------------------------|--|
| What impact on your job role can be evidenced from the CPD / Course activity?                                                       |  |
| What changes in your behaviour or practice have taken place as a result of your learning? and what is its impact?                   |  |
| What information have you disseminating from the relevant professional development to your team or the school community as a whole. |  |

I have discussed the above with my Line Manager:

|                                 |  |      |  |
|---------------------------------|--|------|--|
| Participant name & signature(s) |  | Date |  |
|---------------------------------|--|------|--|