



**Romans Field School  
Bradwell Village School  
Priory Common School**

**FEDERATION**

# **Training and Development Policy**

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## Contents

1. Introduction .....	3
2. Principles, Values and Entitlements .....	3
3. Identifying CPD needs .....	3
4. Teaching .....	4
4.1 Initial Teacher Training and Early Career Teacher (see the Initial Teacher Training and ECT policy) .....	4
4.2 Early Career Development .....	4
4.3 Leadership Development.....	4
4.4 National Award for SEND Co-ordinators (NASENCO).....	5
5. Support roles .....	5
5.1 National Qualifications for Business Managers .....	5
5.2 Higher Level Teaching Assistant .....	5
6. Responsibilities of the Training and Development Leader (TDL)/CPD Leader.....	5
7. CPD provision.....	6
8. Evaluating the impact of CPD provision and disseminating good practice .....	7

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## **1. Introduction**

This Policy is to be read in conjunction with the Performance Management Policy.

Everyone who works for the Inclusive Learning Federation (Romans Field School, Bradwell Village School, and Priory Common School) has an entitlement and responsibility for Continuing Professional Development (CPD). CPD is defined as any learning activity which helps to maintain, develop, or increase knowledge, for the purposes of maintaining a high standard of professional practice.

The Policy contains four elements which are comprised as follows:

1. Principles, values and entitlements
2. Identifying CPD needs
3. CPD provision
4. Evaluating the impact of CPD provision and disseminating good practice

## **2. Principles, Values and Entitlements**

The Inclusive Learning Federation strives to be a learning community where everyone is involved in a continuous process of improvement. The school leaders are committed to fostering a positive environment for continuous learning. CPD is the means by which all staff in the Federation can access high quality training and development in a variety of ways; individual, team, whole school, cross federation and through wider learning and development networks. The Federation's CPD provision allows all staff to develop skills and competencies progressively, allowing them to build on and reinforce knowledge, skills and expertise.

The Federation believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment. All those involved in the school communities have an entitlement to equality of access to on-going support, development, and learning. The Inclusive Learning Federation believes that all members of staff have a responsibility to support the professional development of colleagues.

All members of the Federation will have opportunities to discuss career aspirations and personal development needs through performance management meetings with their line manager and over the course of a normal academic year through regular one-to-one meetings.

The central features of the CPD Policy comprise of effective identification of need and aspiration, ensuring appropriate match of provision to learning needs of the individual, fair and explicit evaluation of the impact of provision, and the effective dissemination of good and successful practice to ensure that such practice is embedded and reinforced.

## **3. Identifying CPD needs**

CPD needs are identified throughout a member of staff's working life and usually through the performance management process (see the Performance Management Policy). There are, however, significant points in a

teacher's career when particular training needs are appropriate. This also applies to some support roles e.g., Business Manager.

Where the School has paid for training above £300, the participant of the training is expected to remain at the school for 2 years. If this is not the case, reimbursement to the school is expected and the manner of how this will be done will be discussed with the participant.

## **4. Teaching**

### **4.1 Initial Teacher Training and Early Career Teacher** (see the Initial Teacher Training and ECT Policy)

The aims of these programmes are to:

- deliver a Trainee Teacher and ECT induction programme that meets all the statutory requirements;
- provide Trainee Teachers and ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers;
- ensure all staff understand their role in the induction programme.

### **4.2 Early Career Development**

The early career framework sets out the evidence base which underpins this new entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers. There are 8 standards including high expectations, how pupils learn, subject and curriculum, classroom practice, adaptive teaching, assessment, managing behaviour and professional behaviours. The Early Career Framework was put into place in September 2021.

### **4.3 Leadership Development**

The National Professional Qualifications comprise of:

NPQ in Leading Teaching (NPQLT) programme is ideal for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

NPQ in Leading Behaviour and Culture (NPQLBC) programme is ideal for teachers who have, or are aspiring to have, responsibilities for leading behaviour and culture and/or supporting pupil well-being in their school.

NPQ in Leading Literacy (NPQLTP) programme is ideal for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school.

NPQ in Leading Behaviour and Culture (NPQLL) programme is ideal for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.

National Professional Qualification for Senior Leadership (NPQSL) for leaders that are, or are aspiring to be, a senior leader with cross-school responsibilities

National Professional Qualification for Headship (NPQH) for leaders that are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

National Professional Qualification for Executive Leadership (NPQEL) for leaders that are, or are aspiring to be, an executive headteacher or MAT CEO role with responsibility for leading several schools.

There are six content areas for each NPQ, which set out what a leader should know or be able to do. The six content areas are common to each NPQ, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels. The six content areas are:

- strategy and improvement
- teaching and curriculum excellence
- leading with impact
- working in partnership
- managing resources and risks
- increasing capability

#### **4.4 National Award for SEND Co-ordinators (NPQ SENDCo)**

The course meets the learning outcomes agreed nationally by the DFE and the SENDCo Award providers' group for the NASENCO qualification. The course content is informed by current SEND and disability legislation and underpinned by current theory and research led practice pertaining to Special and Inclusive Education. In September 2009 it became law for every new SENDCo in a mainstream school to gain the Masters-level National Award for Special Educational Needs Co-ordination within 3 years of taking up the post.

### **5. Support roles**

#### **5.1 National Qualifications for Business Managers**

There are three specific school business management qualifications for new or experienced professionals:

Level 4 Diploma in School Business Management (formerly CSBM)

Level 5 Diploma in School Business Management (formerly DSBM)

#### **5.2 Higher Level Teaching Assistant**

Higher level teaching assistants (HLTAs) do all the things that regular teaching assistants do but they have an increased level of responsibility. For example HLTAs teach classes on their own, cover planned absences and allow teachers time to plan and mark. Under the direction of a teacher, HLTAs often plan, prepare, and deliver learning activities with individual pupils, groups and (in the short term) whole classes, and also assess, record and report on pupils' progress.

Many HLTAs have a role to play outside the classroom, as well: they may manage other classroom-based staff, develop a specialist curriculum area within the school and often liaise with parents and carers on sensitive issues for particular pupils.

There are 33 HLTA professional standards and the qualifications required for this award are English and maths skills at Level 2 or equivalent, knowledge of how to use ICT to support their work, be trained in relevant learning strategies, e.g. literacy and have specialist skills/ training in a curriculum area, e.g. sign language.

### **6. Responsibilities of the Training and Development Leader (TDL)/CPD Leader**

The Training and Development Leader is responsible for identifying the individual school's CPD needs and those of the Federation, including governors, in collaboration with the Executive Headteacher and the Heads of School. The various needs are identified largely through existing mechanisms such as performance management, School Improvement Planning, self-evaluation, national and local priorities, other internal and external monitoring, and feedback evidence and through informal and formal discussions and/or observations with individuals and teams.

The TDL is responsible termly for discussing with the Executive Headteacher, Heads of School and Governing Board the main CPD priorities and the likely budgetary implications of addressing these needs. The TDL attends appropriate Governing Board meetings and, at least annually, presents a report on the provision and impact

of CPD to the Governing Board. The TDL will also liaise with the Development Governor regarding the training and development needs of the Governing Board.

Staff may self-evaluate and identify a personal CPD need which should align the individual school's School Improvement Plan or the Strategic Business Development Plan. Requests for accessing personal CPD should be addressed to the TDL Leader who will consult with wider staff and support the identification of the most effective means to satisfy the request. Requests are made using the professional development request form. Requests should be made at least three weeks in advance of the provisional start date to allow for approval and if applicable the transfer of funds. For personal qualifications that align to the School Improvement Plan and are able to be effectively deployed within the Federation to support children or staff, a contribution may be available towards the cost of the event/session/course etc.; these will be independently reviewed by members of the Senior Leadership Team (SLT). Where the Federation contributes or pays for significant training and development, there may be a requirement for the member of staff to commit to remaining in a Federation School for a specific period of time. This will need to be discussed prior to the training and development taking place.

The TDL provides updates of the range of opportunities available and is responsible for communicating relevant opportunities to appropriate staff. The information is kept updated and made accessible on request.

The TDL is responsible for ensuring that appropriate opportunities are provided for the following groups of the school community: trainee teachers, ECT', other staff new to the school or role, qualified or unqualified teachers, middle leaders, senior leaders, the Heads of School, the Executive Headteacher, Governors, senior support staff including bursars, business managers, ICT systems managers and premises managers, learning support staff, learning mentors, administrative staff including catering and cleaning staff, regular supply staff and those seeking to return to employment. The Federation also works with external agencies and provides training and development opportunities for them e.g. trainee teachers from the local SKITTs, trainee educational psychologists, trainee nurses and trainee therapists.

## **7. CPD provision**

Professional development is not purely about inputs (i.e. undertaking CPD activities); it also requires a reflective outcomes-based approach, which focuses on the learning gained from CPD and its application to current or future practice, together with the associated benefits for participants, the children and their parents and the educational provision you provide.

The Federation supports a wide portfolio of CPD approaches identified according to "Best Value" principles and which reflect the learning preferences of the participants. These include, but are not limited to:

- In-school training using the expertise available within the school and collaborative activity (e.g. traditional face-to-face CPD sessions or events, paired and team teaching, planning and assessment and peer observations etc.)
- Coaching and mentoring and engaging in learning conversations
- Role enrichment/enlargement (e.g. a higher level of responsibility, job sharing, shadowing, leading meetings etc.)
- Producing documentation or resources such as curriculum development, teaching materials, assessment packages, ICT or video resources or supporting a collaborative learning project
- Attending conferences or networking events
- Conducting own research or wider reading using books, relevant internet sources, videos and podcasts, education journals or any other medium that is conducive to increasing or developing knowledge and awareness of a particular topic or series of topics
- Any other opportunities to extend, develop or enrich knowledge for example practical experience (e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme,

coordinating or 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 as joint planning, observation or standardisation and involvement in a formal or informal partnership such as a Network Learning Community)

## **8. Evaluating the impact of CPD provision and disseminating good practice**

For CPD to evolve it is crucial that candidates can provide useful developmental feedback, this will be sought after every CPD event or session. The feedback provided, along with facilitator reflections will make up part of the ongoing review and development of the provision. Prior to attending or participating in a training and development activity, staff will be required to identify the anticipated outcomes and how they will disseminate their learning.

Termly reports will be created to illustrate the impact of CPD, the development of staff skills and knowledge and to address feedback by creating succinct actions for the TDL to take forward. Utilising feedback from staff and seeking to take on board comments from children will be an important part of the evaluation of CPD as it will provide insight into the feelings around CPD and its effectiveness.

The Federation acknowledges that every member of staff will have elements of their practice that should be shared as an example of good practice. Where this is noted, colleagues will be supported to train their peers in this area and this may be accomplished by: traditional CPD events and sessions, through video or audio podcasts or through sharing of resources through the Professional Development SharePoint page.

Staff will be expected to maintain a portfolio of their CPD activities along with any evaluations. This portfolio can be either an electronic or physical document

This Policy is reviewed every 2 years.