

Transitions Education

CPD and Training Policy

Next review due: 22/08/2025

Signed by:

Chris Manton Director

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Statement of intent

Transitions Education is committed to the learning and development of all its staff members. The Provision actively supports and promotes all relevant learning and development recognising the importance of making adequate development and support available to both teaching and non-teaching staff at all levels.

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 Provision towards the objectives stated in the Provision improvement plan.
- 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 Tutors' standards.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education 2024'
- DfE (2016) 'Standard for Teachers' professional development'
- DfE (2021) 'Teachers' Standards'
- The Equality Act 2010

This policy operates in conjunction with the following Provision policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Staff Code of Conduct
- Complaints Procedures Policy

2. Roles and responsibilities

The Director will:

- Ensure the correct implementation of this policy.
- Ensure that this policy adheres to the Provision's duties under the Equality Act 2010.
- Be responsible for handling complaints regarding this policy as outlined in the Provision's Complaints Procedures Policy.
- Engage in child protection and safeguarding training.
- Ensure all staff receive appropriate safeguarding and child protection training (including online safety) at induction in accordance with the Provision's Child Protection and Safeguarding Policy.

The Director will:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-Provision improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for Tutors' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the Provision, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Be responsible for the day-to-day implementation and management of this policy.

The Team Leader will:

- Be responsible for overseeing the administration of CPD and training at a strategic level.
- Liaise with the board and Director to report on the provision and impact of CPD.

- Inform the delivery of CPD by robust evidence from a range of resources.

The DSL will:

- Be responsible for identifying staff training needs via performance management processes.
- Liaise with the Director and CPD coordinator to prioritise CPD activities.
- Engage in CPD to enhance their leadership skills.

Tutors will:

- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

All staff members will:

- Be responsible for identifying their own training needs in response to their own practice.
- Be responsible for evaluating the CPD they undertake.
- Successfully complete all induction training.
- Engage in training and CPD organised by the Provision.

3. Identifying needs

Individual – these needs will 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 department head, 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.

Department – these needs will be identified by department heads during departmental meetings and reported to the CPD coordinator.

Organisational - these needs may arise as the result of new legislation and policies, or as part of the wider Provision improvement plan (SIP). They will be considered by the board in liaison with the CPD coordinator and be factored into long term strategic planning (LTSP).

Development needs will be reviewed formally at least twice a year during the appraisal process.

4. Inductions

All new staff members will follow an induction procedure.

At induction, all staff members will have the following explained to them:

- The Child Protection and Safeguarding Policy.
- The Behaviour Policy.
- Staff Code of Conduct.
- Safeguarding response to children who go missing from education.

- The role and identity of the DSL, including any deputies.

Copies of policies and a copy of Part one of the most recent version of 'Keeping children safe in education' (KCSIE) will be provided to all staff members at induction. Staff members who do not work directly with children can read either Annex A of KCSIE if deemed appropriate by the board or DSL.

All staff will receive appropriate safeguarding and child protection training, including online safety, at induction in accordance with the Safeguarding and Child Protection Policy.

5. Provision of CPD and training

CPD provision will allow staff to develop skills and competencies progressively with reference to Tutors' standards and competency descriptions for TAs, HLTAs, SBMs etc.

Training provision will ensure that all Tutors are meeting the requirements of the Tutors' Standards Guidance to:

- Set high expectation which inspire, motivate and challenge Students.
- Promote good progress and outcomes by Students.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all Students.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.

The Provision will support accreditation of the professional development of staff.

To ensure there are effective links to Provision improvement and self-evaluation and that CPD maintains a high priority, the CPD coordinator will hold senior responsibility within the Provision.

The Provision will remain 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.

Staff will receive regular safeguarding and child protection updates, including online safety as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Provision will ensure that safeguarding training for staff is integrated, aligned and considered as part of the whole Provision safeguarding approach and wider staff training and curriculum planning.

In accordance with the Provision's duty under the Health and Safety at Work Act 1974, all staff members will undertake health and safety awareness training.

6. Training costs

All funds will be allocated on an equitable basis as far as reasonably possible.

The Provision will participate in initiatives that represent good value for money and can be accommodated within the constraints of the Provision budget.

Individuals are also encouraged to apply for training bursaries when applicable, to help fund private further education.

Individuals will consult the CPD coordinator should they wish to seek funding for CPD, training or further education.

The Provision encourages unqualified Tutors to follow degree courses on a part time basis, funding for these will be determined by the Provision's needs and will be judged on an individual basis.

If a member of staff resigns during training for which the Provision is paying or within one month of the date of completion of training, they will be required to repay the full cost of the training.

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.

7. Leadership and management of CPD

The CPD Coordinator will receive training to ensure that they are able to fulfil the role effectively.

The CPD Coordinator will discuss with the Director, 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.

CPD issues will be addressed at board meetings and be included as part of the Director's report. The CPD Coordinator shall attend board meetings as appropriate, including the annual presentation of a report on the provision and impact of CPD.

There will be robust and transparent arrangements for accessing CPD that are known to all staff.

There will be arrangements for annual discussions between staff and a member of the SLT to discuss the following within the context of Provision 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.

8. Planning for effective CPD

CPD will be planned to balance use of resources with the aspirations and interests of staff.

CPD opportunities will meet the following criteria:

- Meet identified individual, Provision or national development priorities.

- Are based on good practice – in development activity and in teaching and learning.
- Help raise standards of Students' 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.

9. Types of CPD activity

CPD activities will involve, but will not be limited to the following:

- Attendance at a course or conference.
- In-Provision training using the expertise available within the Provision, e.g. team teaching, skills in classroom observation, sharing existing expertise.
- Provision-based work through accessing an external consultant/adviser or a relevant expert such as an advanced skills or lead teacher, model and demonstration lessons.
- Provision visit to observe or participate in good and successful practice, e.g. visit to a Provision or subject area with similar circumstances, a teaching Provision.
- Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, Provision, higher education, industry, international exchange, involvement with the board.
- Opportunities to participate in award bearing work from higher education or other providers.
- Research opportunities, e.g. a best practice research scholarship.
- Distance learning, e.g. relevant resources, training videos, reflection, webinars.
- 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.
- Job enrichment or enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing.
- Producing documentation or resources such as a personal development plan, teaching materials, assessment package, computing or video programme.
- Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity.
- Partnerships, e.g. with a colleague, group, subject, phase, activity or Provision-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in networks or partnerships.
- Creating an improved learning environment within the Provision.

10. Evaluation of CPD activities

In order to ensure that training activities undertaken are efficacious to staff and Students, CPD activities will be evaluated on an individual, departmental and whole Provision basis.

Evaluations will measure the following:

- Student and Provision attainment.
- Improved teaching and learning.
- Increased Student understanding and enthusiasm.
- Increased staff confidence.
- Increased evidence of reflective practice.
- Recruitment, retention and career progression/promotable staff.

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 Provision community.
- Department heads will evaluate departmental CPD and training activities once per term.

11. Monitoring and review

This policy is reviewed annually by the Director.