

Tauheedul Education Trust

This policy is in line with the Mission Statement of the Trust

To create outstanding organisations that promote educational excellence, character development and service to communities.

CONTINUING PROFESSIONAL DEVELOPMENT POLICY



Tauheedul
Education Trust

Document control

This policy has been approved for operation within all Tauheedul Education Trust Establishments.

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| Policy status | Trust Requirement |
| Owner | Tauheedul Education Trust |

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1 Scope and purpose

- 1.1 Tauheedul Education Trust believes that all staff should be involved in a continuing process of improvement. Continuing Professional Development (CPD) is the means by which an establishment is able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, Establishment level, Trust level and through wider networks.
- 1.2 A carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.

2 Who is Responsible for the Policy?

- 2.1 The Trust has overall responsibility for the effective operation of this policy. The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team and Head at each Trust establishment.
- 2.2 The Senior Leadership Team at each Trust establishment has a specific responsibility to ensure the fair application of this policy.

3 Who is Covered by this Policy?

- 3.1 This policy covers all individuals working at all levels and grades throughout the Trust, including part time and fixed term employees, casual staff, agency staff, governors and volunteers (collectively referred to as **staff** in this policy).

4 Provision of CPD

- 4.1 All those involved in the Establishment community shall have an entitlement to equality of access to high-quality induction and continuing development.
- 4.2 The Establishment will work with Tauheedul College for Teaching and Leadership to ensure effective measures are in place to audit the professional and personal needs of staff and link to the appraisal system.
- 4.3 The focus of CPD will be on improving standards, the quality of teaching and learning and securing business and operational excellence.
- 4.4 CPD planning will be integrated with the Establishment Strategic Development Plan and based on priorities identified through self-evaluation and the Tauheedul College for Teaching and Leadership.
- 4.5 All forms of professional development will be based on the following principles:
 - 4.5.1 all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work;
 - 4.5.2 all staff will have regular opportunities to discuss their development needs and professional aspirations;
 - 4.5.3 all staff have a responsibility to participate in establishment focused CPD and personal career development.

- 4.6 The Establishment will use a range of providers/types of provision and endeavour to source the provision of CPD according the best value. Quality Assurance mechanisms established by Tauheedul College for Teaching and Leadership will ensure that the Establishment accesses provision of a consistently high standard.
- 4.7 The Establishment will support professional recognition, including accreditation of the CPD undertaken.

5 Leadership and management of CPD

- 5.1 The Establishment will have a named CPD Co-ordinator, who will have responsibility for the leadership and management of CPD.
- 5.2 The CPD Co-ordinator will have access to appropriate support and training from the Tauheedul College for Teaching and Leadership in order to fulfil their role effectively.
- 5.3 The CPD Co-ordinator will be responsible for collating the CPD needs of the Establishment and the staff.
- 5.4 The CPD Co-ordinator's main responsibilities will be to:

Policy and Strategic Development

- 5.4.1 Keep up to date with national and local initiatives and plan ahead for impact and response.
- 5.4.2 Ensure that all members of the Establishment community are aware and supported to access appropriate induction and CPD opportunities.
- 5.4.3 Promote a professional environment that encourages an ethos of life-long learning balancing issues of individual ownership and establishment commitment to CPD.
- 5.4.4 Ensure that all members of the Establishment community have an opportunity - through the appraisal cycle or through planned professional dialogues - to discuss their development needs and aspirations.
- 5.4.5 Have an overview of CPD opportunities and be able to signpost sources of more detailed information.
- 5.4.6 Plan and organise the provision of establishment wide CPD opportunities.
- 5.4.7 Maintain effective links with the Tauheedul College for Teaching and Leadership, key providers, agencies and organisations and facilitate links between members of the staff and providers of CPD.
- 5.4.8 Develop knowledge and understanding of good CPD practice.
- 5.4.9 Support change agendas through appropriate CPD.
- 5.4.10 Provide support and guidance to staff on their CPD practice.
- 5.4.11 Enable the sharing of best practice within and beyond the Establishment.
- 5.4.12 Ensure efficient and effective management of the CPD budget in accordance with identified CPD priorities of the Establishment and Tauheedul College for Teaching and Leadership.
- 5.4.13 Liaise with and advise the Head of Establishment on CPD needs and priorities and appropriate ways to access provision.

- 5.4.14 Report to the Head of Establishment on all aspects of CPD including an Annual Report on both its provision, take up and impact.
- 5.4.15 Delegate CPD administration to appropriate support staff.
- 5.4.16 Participate in the Tauheedul College for Teaching and Leadership CPD Leaders' Network.
- 5.4.17 Contribute to the training programmes developed and delivered by the Tauheedul College for Teaching and Leadership.

Planning

- 5.4.18 Manage the CPD aspect of the Establishment's Strategic Development Plan.
- 5.4.19 Support and advise other managers in their staff development role.
- 5.4.20 Work with the Tauheedul College for Teaching and Leadership to plan support for future development needs based upon outcomes of staff appraisal reviews.
- 5.4.21 Identify establishment wide staff training and development needs in accordance with the Strategic Development Plan and Appraisal Reviews.

Monitoring

- 5.4.22 Ensure that all provision for training is of consistently high-quality.
- 5.4.23 Work with the Tauheedul College for Teaching and Leadership to implement a rigorous system of impact evaluation for CPD.
- 5.4.24 Monitor resource expenditure on staff development and ensure that expenditure stays within budget and that finance is prioritised to identified improvement and appraisal targets.
- 5.4.25 Promote the monitoring and assessing of staff learning and performance, ensuring that the information collected is used to steer future developments
- 5.4.26 Maintain up-to-date records to inform the Annual Report.

6 Induction

- 6.1 All staff and governors participate in a planned induction to the Establishment. The CPD Co-ordinator and managers have specific responsibilities within this process.

7 Funding for CPD

- 7.1 Funding for CPD will be agreed within the Establishment budget planning cycle. Opportunities to augment funding will be explored by the CPD Co-ordinator and Senior Leadership Team.

8 Planning for CPD

- 8.1 The Head of Establishment will oversee the annual planning of CPD within the Strategic Development Plan and Appraisal Framework.
- 8.2 All members of staff have an entitlement to request the Establishment to fund the cost of courses and training related to their professional development and the role that they fulfil. If a member of staff wishes to attend a course or training programme, they should complete the Course/Training Request Form (Appendix 1).

- 8.3 The arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:
- 8.3.1 meet identified individual, Establishment, Trust or national development priorities;
 - 8.3.2 meet statutory training requirements and responsibilities (e.g. health and safety legislation, employment law, first aid, and safeguarding)
 - 8.3.3 are based on good practice;
 - 8.3.4 help raise standards of students' achievements, business or operational services;
 - 8.3.5 respect cultural diversity;
 - 8.3.6 are provided by those with the necessary experience, expertise and skills;
 - 8.3.7 are quality assured or endorsed by the Tauheedul College for Teaching and Leadership;
 - 8.3.8 are planned systematically and follow the agreed programme except when dealing with emerging issues;
 - 8.3.9 are based, where appropriate, on relevant standards (including the Tauheedul Quality Standards);
 - 8.3.10 are based on current research and inspection evidence;
 - 8.3.11 make effective use of resources;
 - 8.3.12 are provided in accommodation which is fit for purpose with appropriate equipment;
 - 8.3.13 provide value for money;
 - 8.3.14 have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision.

9 Supporting a range of CPD activities

- 9.1 The Establishment will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on the Establishment. These CPD approaches may include:
- 9.1.1 attendance at a course or conference;
 - 9.1.2 in-house training using the expertise available within the Establishment, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise;
 - 9.1.3 accessing an external consultant/adviser or relevant expert such as an Specialist Leader of Education;
 - 9.1.4 visit to another organisation to observe or participate in good and successful practice;
 - 9.1.5 secondments, e.g. with a regional or national organisation, an exchange or placement, with another school, education organisation, industry, international exchange, involvement with Governing Body;
 - 9.1.6 shadowing opportunities to observe experienced colleagues in another setting;

- 9.1.7 opportunities to participate in award bearing work from higher education or other providers such as the National College for Teaching and Leadership;
- 9.1.8 research and development opportunities;
- 9.1.9 distance learning, e.g. relevant resources, training videos, reflection, simulation;
- 9.1.10 practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme via the Tauheedul College for Teaching and Leadership, co-ordinate or support a Professional Learning Community;
- 9.1.11 job enrichment/enlargement, e.g. a higher level of responsibility; front line working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- 9.1.12 producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- 9.1.13 coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- 9.1.14 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 Professional Learning Communities;
- 9.1.15 creating an improved learning environment within the organisation.

10 Recording, evaluating and disseminating

- 10.1 Staff are expected to complete an evaluation of all CPD activities undertaken (see Appendix 2).
- 10.2 Staff are also encouraged to maintain an appropriate Professional Development Portfolio (see Appendix 3).
- 10.3 Staff are responsible for disseminating relevant professional development to the Establishment community. The member of staff, alongside the CPD Co-ordinator, will plan the process by which to most effectively disseminate to other staff, e.g. relevant papers, session at staff or subject meeting, etc. The CPD co-ordinator will also be responsible for ensuring whether any follow up is needed to the training (e.g. feedback to the provider) and will be responsible for any such actions.
- 10.4 In order to ensure that there is equal access and involvement in CPD by all staff, the CPD co-ordinator will update records regularly and accurately of the training undertaken by all of the Establishment community.

11 Assessing the impact of CPD

- 11.1 The Establishment is committed to evaluating the standard of CPD delivery and also the impact of the CPD on practice and outcomes for children.
- 11.2 CPD Co-ordinator will submit an Annual Report to the Trust Central Team with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to the Strategic Development Plan and:
 - 11.2.1 student and school attainment;
 - 11.2.2 improved teaching and learning;

- 11.2.3 increased student understanding and enthusiasm;
 - 11.2.4 improved operational and business excellence;
 - 11.2.5 increased staff confidence;
 - 11.2.6 increased evidence of reflective practice;
 - 11.2.7 recruitment, retention and career progression/promotable staff.
- 11.3 The Tauheedul College for Teaching and Leadership will review the Annual Report and support the Establishment to plan CPD on an annual basis.

12 Monitoring, evaluation and review

- 12.1 The policy will be promoted and implemented throughout all Trust establishments.
- 12.2 The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust establishment.
- 12.3 The Trust will review this policy every two years in consultation with each Trust establishment.

Appendix 1: Course/Training Request Form

**Continuing Professional Development
Course/Training Request**



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| | | | | | | | |
|---|--|--------------|--|----------|----|--|--|
| Please complete all sections and submit to CPD Co-ordinator <u>before</u> booking the course. | | | | | | | |
| Name | | Faculty/Team | | | | | |
| Title of Course/Training | | | | | | | |
| Date(s) of Absence | | Full day | | AM | PM | | |
| Nature (Description) of Course | | | | | | | |
| | | | | | | | |
| Cost (if any) | | | | | | | |
| Explain how the course/training will support the strategic objectives of the Establishment | | | | | | | |
| | | | | | | | |
| Explain how the course/training will support your professional development | | | | | | | |
| | | | | | | | |
| Does this course/training directly address appraisal targets? If so, please specify | | | | | | | |
| | | | | | | | |
| Signed (staff) | | Date | | | | | |
| Signed (manager) | | Approved | | Yes / No | | | |
| Signed (CPD-Co-ordinator) | | Approved | | Yes / No | | | |

Appendix 2: Course/Training Evaluation Form

**Continuing Professional Development
Course/Training Evaluation Form**



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| | | | |
|--|--|---------------------|--|
| <p>Please complete all sections and submit to CPD Co-ordinator. This must be completed before the next course/training can be approved.</p> | | | |
| Name | | Faculty/Team | |
| Title of Course/Training | | | |
| Date(s) of Course/Training | | | |
| SECTION A: To be completed immediately after the course/ training | | | |
| How useful was the course/training in supporting the strategic objectives of the Establishment? | | | |
| | | | |
| How useful was the course/training in supporting your professional development? | | | |
| | | | |
| How useful was the course/training in directly addressing appraisal targets? | | | |
| | | | |
| SECTION B: To be completed three months after the course/training | | | |
| Evaluate how useful the course/training has been. Refer to changes to practice, impact on performance (give figures if possible e.g. attainment data), professional development and establishment targets met | | | |
| | | | |

Appendix 3: Professional Development Record

Professional Development Record



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| | | | |
|-------------|--|---------------------|--|
| Name | | Faculty/Team | |
|-------------|--|---------------------|--|

| | |
|--|--|
| Date(s) of course | |
| Title of course/training and nature of activity | |
| Training provider | |
| Headline evaluation | |
| Contribution to personal development and impact on work | |

| | |
|--|--|
| Date(s) of course | |
| Title of course/training and nature of activity | |
| Training provider | |
| Headline evaluation | |
| Contribution to personal development and impact on work | |