

CPD and Training Policy

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To be reviewed May 2027

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Statement of intent

Hadrian Park Primary School is committed to the learning and development of all its staff members. The school 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 school towards the objectives stated in the school development plan (SDP).
- 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.

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 school policies:

- Child Protection and Safeguarding Policy
- Early Career Teacher (ECT) Induction Policy
- Behaviour Policy
- Staff Code of Conduct
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board will:

- Ensure the correct implementation of this policy.
- Ensure that this policy adheres to the school's duties under the Equality Act 2010.
- Be responsible for handling complaints regarding this policy as outlined in the school'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 school's Child Protection and Safeguarding Policy.

The headteacher will:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school 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 teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, 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 headteacher/deputy headteacher will:

- Be responsible for overseeing the administration of CPD and training at a strategic level.
- Liaise with the governing board to report on the provision and impact of CPD.
- Inform the delivery of CPD by robust evidence from a range of resources.

The SLT will:

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

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

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 Key Stage Leads, 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.

Key stage lead – these needs will be identified by key stage leads during meetings and reported to the headteacher/deputy headteacher.

Organisational - these needs may arise as the result of new legislation and policies, or as part of the wider school development plan (SEF/SDP). They will be considered by the governing board in liaison with the Headteacher and deputy headteacher and be factored into long term strategic planning.

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 in accordance with the Induction Policy.

Early career teachers will be entitled to follow a two-year induction period underpinned by the 'Early Career Framework' (ECF). ECF inductions will take place in accordance with the Early Career Teacher (ECT) Induction Policy.

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 governing 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 Teachers' standards and competency descriptions for TAs, HLTAs, SBMs etc.

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

- Set high expectation which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.

- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.

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

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

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

In accordance with the school'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 school will participate in initiatives that represent good value for money and can be accommodated within the constraints of the school budget.

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

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

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

If a member of staff resigns during training for which the school 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 headteacher and deputy headteacher will receive training to ensure that they are able to fulfil the role effectively.

The headteacher/deputy headteacher will discuss with the SLT and governing Board 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 governing board meetings and be included as part of the headteacher's report. The headteacher/deputy headteacher shall attend governing 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 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.

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, 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.

9. Types of CPD activity

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

- Attendance at a course or conference.
- In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise.
- 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.
- 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.
- 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 the governing 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 school-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 school.

10. Training for staff with additional responsibilities

The DSL and deputies

In accordance with Annex C of KCSIE, the DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out their role. Their training will be updated at least every two years.

The DSL and any deputies will also undertake Prevent awareness training.

Training will enable the DSL and any deputies to:

- Understand their own role.
- Know how to respond to specific needs that can increase the vulnerability of pupils.
- Understand specific harms that can put pupils at risk.
- Understand the processes, procedures and responsibilities of other agencies including LA children's social care.

SENCO

The school will ensure that the SENCO has achieved a national award in special educational needs coordination within three years of taking up their post. When appointing the SENCO or arranging for them to study a national award, the school will satisfy itself that the chosen course will meet the desired outcome and equip them to fulfil the duties outlined in the SEND code of practice.

Senior mental health lead

The school will make use of the DfE's training grant to pay for quality assured senior mental health lead training that meets the learning needs and preferences of the senior mental health lead.

The specific knowledge and skills of the senior mental health lead will be considered prior to committing to training and CPD programmes and what will be most suitable for them.

Mental health first aiders aid team (all TAs and HLTAs) who work in conjunction with the senior mental health lead.

11. Evaluation of CPD activities

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.

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.

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.
- Key stage leads will evaluate departmental CPD and training activities once per term.
- The headteacher/deputy headteacher will evaluate whole school CPD and training **accordingly as the need arises.**

12. Monitoring and review

This policy is reviewed **annually** by the governing board and the headteacher.

The next scheduled review date for this policy is **May 2027**.