

***Professional Development Programme***

***2022***

# *Purpose*

The Elizabethan Academy recognises that its staff are its most valuable asset and successful schools need consistently great teachers, leaders and support staff. The Academy is therefore committed to the training and development of its entire staff to reach their potential.

**Staff training aims are:**

* to ensure that all staff can develop their professional skills to benefit themselves and the School
* to ensure that staff training, the School’s values and priorities, and the Academy Improvement Plan are part of a coherent whole

In accordance with the Department for Education’s “Standard for teachers' professional development” July 2017 the Academy will ensure that:

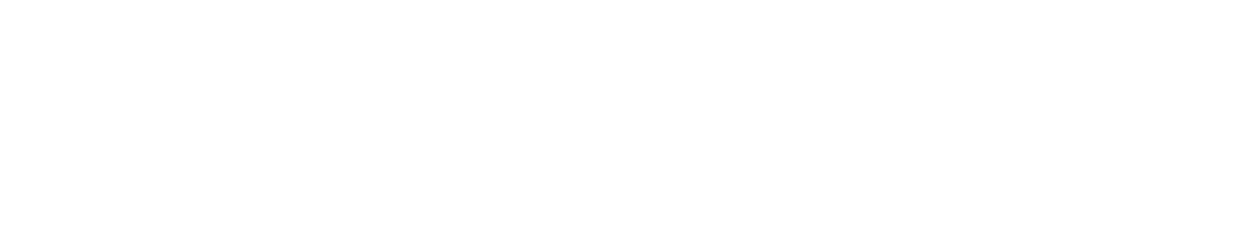
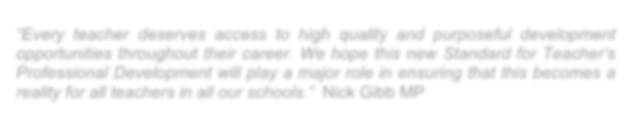
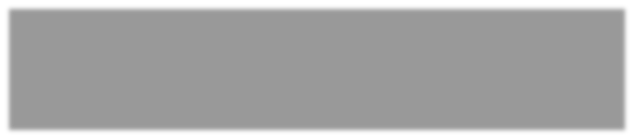
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1. Professional development will have a focus on improving and evaluating pupil outcomes.
2. Professional development will be underpinned by robust evidence and expertise.
3. Professional development will include collaboration and expert challenge.
4. Professional development programmes will be sustained over time.
5. Professional development is prioritised by school leadership

The standard also sets out the following expectations on teaching staff which, where appropriate, the Academy also expects to be equally applicable to support staff:

* *keep their knowledge and skills as teachers up-to-date and be self-critical;*
* *take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;*
* *demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;*
* *have a secure knowledge of the relevant subject(s) and curriculum areas;*
* *reflect systematically on the effectiveness of lessons and approaches to teaching; and*
* *know and understand how to assess the relevant subject and curriculum areas.*



*“Every teacher deserves access to high quality and purposeful development opportunities throughout their career. We hope this new Standard for Teacher’s Professional Development will play a major role in ensuring that this becomes a reality for all teachers in all our schools.”* Nick Gibb MP

Accordingly, each member of staff is supported by their line manager and ultimately a member of the SLT who, along with the employee, are jointly responsible for all aspects of their training and professional development.

Early Career Teachers will be further supported by a fully trained ECT Mentor.

The purpose of this policy is to explain the process of identifying training needs for each member of staff and showing how those needs may be met.

# *The Academy Improvement Plan (AIP)*

The AIP is continually monitored throughout the academic year and reviewed before the start of the next academic year.

A new AIP is subsequently devised by the SLT in conjunction with full communication with colleagues and then approved by the Governors.

Staff training in that academic year may well be geared towards the particular goals and targets of the AIP. It may also be related to other aims based on individual or School needs in either the long or short term.

# *Talent management*

This is explained fully within the Talent Management Policy which should be read in conjunction with this programme.



# *Individual Training Needs*

The Academy, as part of its commitment to the training and development of its entire staff, will seek to identify the needs of individual members of staff and see how those training needs might best be managed. This will apply in both of the following cases:

* Where the training and development needs of the staff match the goals and targets of that year’s AIP

* Where other short or long term needs of either the individual member of staff or the School are identified. This will include circumstances in which a member of staff has had a change of role or duties.

Individual members of staff are asked to review continuously the ways in which they can improve and develop their current skills. Discussions at PM and Line Management are a useful way to do this and may be reviewed when an employee makes a training request. Staff can also do this by reflecting on their own level of performance and skill and by also being aware of training opportunities from external sources and courses advertised in the staffroom on the noticeboard and as circulated by email, and so on.

If a member of staff identifies an aspect of their job which would benefit from training, they should research the potential training available and consider both the individual and school benefit in pursuing the same.

If the member of staff still feels that the training is a good idea. That it fits in with their

Performance Management objectives and the goals and targets set for the department, team or School, or with other long or short-term needs, then the procedures for requesting, implementing and managing the training begin.

The training itself may be in the form of:

* on the job training, provided by other members of the department, team or School
* in-house training, provided by outside agencies who come into the School
* external training, such as courses, NVQs, MA and so on
* Online training

The same principles will apply whichever method is used. In addition to the above, ongoing PD can also take the form of regular professional reading. Some recommended sources are included in Appendix 3 and staff are encouraged to follow the Academy’s Twitter profile for Teaching and Learning and to share articles and resources.

The member of staff must consider the most appropriate form of training and the timescale for its implementation, completion and evaluation.

As well as identifying specific job-related training needs, the Academy is also keen to encourage staff to gain external qualifications that will be of benefit to both the individual member of staff and to the School as a whole.

Funding for such courses will be made available either in full or in part but, as before; it will need to be discussed with SLT and the member of staff may be required to enter into a repayment contract to apply in the event that they should leave the employment of the Academy. Please refer to the Study Sponsorship Policy for full details.



# *Wellbeing*

# Research shows the positive impact that CPD and learning have on mental health and wellbeing as well as the general improvements this leads to an overall job satisfaction, performance and morale.

# We want to support you so please utilise the offers available to you. If you have any alternative ideas to those mentioned in this programme please discuss with your Line Manager so we can explore this further with you.

# *Continuous Professional Learning (CPL) Request Procedure*

To request a course of training, the employee must submit a CPD request form which is available from EA All Staff Team. They must ensure that all boxes on the form are completed, discussed and approved by their Line Manager. Travel expenses must be approved within this application in order to be recoverable.

CPL requests must be made at least two weeks in advance of the training date.

Any requests for training taking place in London will usually be refused based on the excessive additional ancillary costs. The Principal may exercise her absolute discretion in approving such course but may do so only in exceptional circumstances.

That request will then be approved or declined by the employees:

1. Line Manager
2. HR Manager
3. Business Manager

The HR Manager will have an overview of all requests to ensure full training records are kept and that training is fairly accessed and as appropriate for the needs of individuals and the academy.

Provided the course is approved by all parties we will proceed with the booking. The employee the Finance Assistant will proceed with the booking. The employee is required to maintain an overview of the process to ensure that cover and any travel arrangements have been made in good time for the training taking place. Should any party decline the request the employee should take the matter up with their Line Manager should they wish to discuss further.

Once the training has taken place, a course feedback and evaluation form at the end of the CPD Request form must be completed by the member of staff attending the course.

Travel expenses will not be reimbursed until the evaluation is completed.



The member of staff will also be expected to provide a minimum of a summary of the course at their departmental meeting or as otherwise arranged. In certain situations that member of staff may be required to more formally cascade that training to relevant parties if required to do so by the Principal, this training may take place on INSET or twilight training or otherwise as agreed.

# *Monitoring*

The HR manager will monitor requests for training and reserves the right to refuse a request for training based on the cost, number and proportionality of the requests made by that member of staff.

# *Inset Days*

All staff are expected to be in attendance in INSET days and twilight training as essential training is supplied not only from a staff development perspective but also in respect of legislative and regulatory grounds.

Should any training be arranged outside of an employees’ contracted hours they must speak with the HR Manager who can confirm whether their attendance will be required and if so, shall arrange an overtime payment or time off in lieu.

Unauthorised non-attendance will be followed up in accordance with the Disciplinary Policy.



# *Attendance At Training*

Any staff booked on to internal or external training is expected to attend. Should the Academy incur a cost as a result of the employees unauthorised none attendance the employee shall be responsible for reimbursing that cost within 21 days of the training having been scheduled to take place.

# *General*

Any queries regarding the application of this policy should be addressed to the HR Manager.

The proposed Professional Development Programme for 2022-23 is included at Appendix 1. The Programme is subject to amendment by SLT at any time dependent on the needs of the staff and the Academy. The Programme should be read in conjunction with the career pathways as identified in Appendix 1 of the Talent Management Strategy.

The Academy’s Professional Development Programme is monitored and reviewed annually by SLT, looking specifically at the needs and potential of the current staff and the long and short term aims of the school and is support in particular by the Team listed in Appendix 4.

***APPENDIX 1***

***Professional Development Programme 2022-23***

Full programmes will be circulated to all staff in advance of each session below. Where appropriate there will be separate provision for Teaching and Associate staff.

The agreed dates for in-service training days are as follows:

* Wednesday 31st August 2022 (Disaggregated)
* Thursday 1st September 2022 (Admin Day)
* Monday 31st October 2022 (PM Inset)
* Monday 20th February 2023 (Interim PM Inset)
* Friday 28 April 2023 (Disaggregated)

Staff should refer to the staff calendar for details and dates of training.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SESSION** | **EXPECTED ATTENDEES** | | | | | | | | **LEAD BY** |
| **Trainee’s** | **ECT’s** | **RQT’s** | **Teachers** | **Associates** | **ML’s** | **SLT** | **Governors** |
| Admin Days & INSET’s | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | SLT |
| New Staff Induction Lunch | 🗸 | 🗸 |  |  |  |  |  |  | HU |
| Middle Leader Meetings |  |  |  |  |  | 🗸 | 🗸 |  | SHM |
| Twilights | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | Line Manager |
| SLT Training Meetings |  |  |  |  |  |  | 🗸 |  | OCH |
| Governor Training Meetings |  |  |  |  |  |  | 🗸 | 🗸 | SLT |
| SLT Conference |  |  |  |  |  |  | 🗸 | 🗸 | OCH |
| CRB (MAPA) and First Aid Refresher (as advised) |  |  |  |  |  |  |  |  | HU |
| ML Conference |  |  |  |  |  | 🗸 | 🗸 |  | OCH |
| New Staff Induction Day |  |  |  |  |  | 🗸 | 🗸 | 🗸 | HU |

***Ongoing Development Programmes***

* Mentoring – Requests for mentoring can be made to Helen Upson who will ensure you are matched with an appropriate mentor dependent on your needs. Similarly, if you would be interested in acting as a mentor, please let us know. Matches can be made in this setting, across the phase or in other secondaries across the region.
* EFA Coaching (Mrs Jo Barstow)
* Sharing Best Practice Visits – Departments will throughout the year, notify the wider school of upcoming events and lessons of special interest or risk which they would like to open up for drop-ins. A schedule will be published weekly and staff are strongly encouraged to take advantage of the opportunities offered to observe good practice.
* Department Meetings and Training Time
* Wednesday afternoon CPD time
* Conferences

* SSAT & ASCL

* + <https://www.ssatuk.co.uk/cpd/>
  + <https://www.ascl.org.uk/professional-development/>

* Redhill School Teaching Alliance –<http://www.redhilltsa.org.uk/>

* First Aid, Mental Health First Aid, CRB & Health and Safety Training
* Governor training and experience as a staff governor
* Cadets and DofE involvement/training

* Safeguarding Training

* Training for leading on trips
* ECT Programme – All our ECT’s will not only be supported by their ECT Mentor within the faculty but also the HR Manager Helen Upson and the ECT Co-ordinator Jo Barstow. Our ECT Co-ordinator will speak to you about attending the ECT training programme provided by RTSA and you will also receive bespoke support within the Academy, dependent upon your particular needs.
* New Staff Training – New staff should refer to the Staff Calendar, which contains details of the new staff induction lunches. These lunches cover a variety of topics, which staff who have previously received the programme have confirmed are beneficial. The HR Manager will supply full details and should there be any additional areas you would like to see covered, please let us know.
* Tutor Programme
* Pastoral Programmes
* Middle Leader Training Programme
* Trainee Head of House
* SLT Secondments or Internship
* Apprenticeships
* Job Shadowing
* Research & Investigation
* Study Sponsorship – Please see Study Sponsorship Policy

* Middle Leader Training

* Study Sponsorship – Please see Study Sponsorship Policy

***APPENDIX 2***

***Redhill Teaching School Alliance Secondary Programme 2022-23***

Find the brochure here: [www.redhilltsa.org.uk](http://www.redhilltsa.org.uk)

***Other Recommended Resources***

**Professional Reading**

The Academy recommends the following resources. Please let the HR Manager know should you be aware of any other valuable resources.

* TES
* The Key
* SSAT
* Redhill Teaching School Alliance – Research

**The Academy also recommends the following books:**

* “Live Well, Teacher Well” – Abigail Mann
* “Good to Great” – Jim Collins
* “What if Everything you knew about Education was wrong?” – David Didou

A selection of articles and publications can be found in MR1 in our “Leadership Library”. Any leaders or aspiring leaders should feel free to borrow anything on interest for up to two weeks. Noting this in the library log.

**Social Media:**

The Academy’s Teaching and Learning Twitter page can be found **here**

Other useful sources include:

* TES Resources
* The Guardian
* Education Support (health & wellbeing)
* UK Ed Resources
* Teacher Toolkit
* Ross Morison McGill

***Appendix 4***

***Meet the CPD Team***

Jo Barstow – Director of Learning for T&L and ECT Co-ordinator

English Faculty Leader

Teacher of English

Joined 1 September 2005



Helen Upson – Director of HR and Legal

Joined 5 January 2016



Stacey Riley – ITT Co-ordinator

Teacher of PE

Joined 1 September 2016





***Thank you***

***The Elizabethan Academy***

***2022-2023***