

PfP Thrive Academy

Professional development

Document History: to be reviewed on at least an annual basis or sooner if there are significant changes required
Approval should be the Academy Director or a relevant member of the Academy Governing Board.

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Aim

The aim of this policy is to outline the PfP Thrive Academy's commitment to the continuing professional development of staff, to provide a structured framework for the planning and delivery of essential staff development to support the Academy's Vision and Strategy.

This will ensure that:

- the skills and performance of employees is improved;
- professional development learning objectives meet the needs of the employee, customer and organisation needs;
- and engagement with professional development is monitored.

As an academic community committed to lifelong learning, the Academy aims to ensure that opportunities are available to staff whilst employed that will allow for intellectual and personal development; recognising that its staff are key to achieving its key priorities. It is vital that the Academy enables staff to engage in ongoing development, helping them to achieve excellence and make an effective contribution to the Academy's future growth and success.

Continuous professional development of staff must be current, relative to individual roles and responsibilities and provide access to industry sector expertise and skills reflecting local and national priorities for skills and training needs.

This policy will not discriminate either directly or indirectly against any individual on the grounds of gender, race, ethnicity or nationality, sexual orientation, marital status, religion or belief, age, disability, socio-economic status or any other personal characteristic.

Policy

All staff members are ultimately responsible for their own professional development; they also have a responsibility to contribute, as appropriate, to the development of others.

The Academy is responsible for supporting and encouraging the professional development of its staff.

The Academy will provide opportunities for staff to engage with professional development through planned CPD days and through the annual meeting schedule.

Professional development information and provision will be accessible to all staff employed by the Academy, including full-time and part-time staff.

All staff involved in teaching or assessing learners and Apprentices are required to undertake a training induction programme and complete key programmes of training including:

- PTTLS
- Level 3 Assessor
- First Aid
- Prevent
- Safeguarding
- Train the Trainer
- Brain friendly learning
- Report writing
- Team building and dynamics
- EDI

- H&S
- Feedback and coaching
- Situational leadership/styles
- DISC/Insights
- Powerpoint and presenting
- Standardisation
- Facilitation
- Lesson plan writing
- Curriculum design and development
- Programme walk through and coaching

All new staff will be subject to a probation period. In most cases this lasts six months and will involve regular meetings between the individual and their line manager to assess progress, set targets and identify areas where development is needed.

All staff involved in teaching or supporting learner and Apprentice learning are appropriately qualified, supported and developed.

All staff will obtain and enhance their expertise through appropriate professional qualifications professional development. This may include induction programmes, teaching and learning support courses, staff development programmes and networking opportunities such as communities of practice.

Staff will also participate in the Places for People performance development review process (Over to you) conducted by their line manager. This will include a review of individual staff learning and development needs in relation to the skills and knowledge required for the role and a discussion around personal development.

Induction

Every staff member will participate in an effective induction programme, which covers a detailed introduction to Places for People and the PfP Thrive Academy and includes the relevant safeguarding, health and safety requirements relating to the individuals job role.

Line Managers will be responsible for assigning a buddy to the new starter and planning their induction activity whilst ensuring that mandatory CPD is completed.

All staff will be made aware of the Academy's policies and procedures which most closely relate to their job role.

Following the initial induction and throughout the probationary period, the Academy will provide, appropriate introductory training and support, which may include mentoring and peer review.

Appropriate training and briefing will be provided for all staff in health and safety and accident prevention and in relevant statutory and regulatory requirements.

Performance Development Reviews

Once the probation period is completed, all staff will participate in the Personal Development Process (Over to you).

The process has 3 key stages, Objective and target setting, regular checks in and a mid-term and end of year review. The purpose of this is to ensure on-going dialogue between staff and the manager and ensuring that learning and development needs are discussed and reviewed as part of this discussion.

Teaching Learning and Assessment

Staying up to date is essential in every profession. Continuing professional development is important because it ensures you continue to be competent in your profession. It is an ongoing process and continues throughout a professional's career.

Like other professionals, tutors and trainers in further education and skills need to keep a record of their CPD and declare the number of hours spent every year and the type of development undertaken to their employer and to their professional body.

Teaching, Learning and Assessment CPD allows tutors to keep pace with the current standards of others working in education. It ensures their knowledge and skills are current so they can deliver high-quality teaching and impact positively on learner outcomes.

CPD Days

The Academy is committed to implementing on-going CPD days throughout the year. The programme and dates will be identified, and a schedule of activity agreed. All staff will be required to participate in CPD days.

The content of CPD days will be established by giving due consideration to statutory requirements, feedback and findings from lesson observations and walkthrough's, strategic plans, skills development activity and team requirements.

Standards

The Academy recognises certain minimum standards associated within specific roles which must be met by all individuals through appropriate Continuous Professional Development (CPD) activities.

All members of staff:

- are required to participate in the College induction process;
- are required to engage in mandatory Safeguarding, Prevent, Fire Safety, and Health and Safety training annually. From time to time there may be other training deemed mandatory for specific groups of staff. The expectation of staff is to complete all mandatory training requested with the timeframe allocated;
- are required to keep up to date with developments in the Academy's field of work, technology, legislation and policies and procedures amongst other activities, full time academic staff will need to complete a minimum of 30 hours CPD and full-time support staff will need to complete a minimum 20 hours CPD per academic year. For part time staff this is pro-rated in accordance with the contracted hours;
- that are designated first-aiders must have a relevant and current First Aid qualification.

Identification of CPD Needs and CPD Planning

Each member of staff has a job description which sets out what is expected of them in their post. This will be used in defining CPD for all post holders. The personal development review process also forms an important part in the identification of on-going development which aims to measure performance against agreed objectives and identify staff professional development which may contribute to the completion of the objectives.

Staff can request training that is delivered in whichever way they believe is most appropriate and effective. Staff might request training which would be:

- undertaken on the Academy premises;
- delivered whilst they are performing their employment duties or separately;
- provided or supervised by the Academy, another College or training provider;
- undertaken without supervision.

When CPD is identified, consideration should be given to the most appropriate method for completing this need, taking resources into consideration.

The Academy may provide financial assistance to those undertaking formal qualifications or external events relevant to their role.

Monitoring and Evaluating CPD

Evaluation is important to ensure that learning has been effective or has a measurable impact.

On completing any professional development all staff are required to complete a learning reflection log, which will then be added to their personal CPD record.

Engagement with professional development will be tracked and monitored through the Academy's Performance Development Review (Over to you) process.

SLT members will be asked on an annual basis to evaluate the impact of learning and development activity within their areas of responsibility.