



# Professional Development Policy

Link to policy on website: [Our Policies - PFP Thrive](#)

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.

**Approved by** | Tom Arey

**Position** | PFP Thrive Academy Director

**Date** | December 2024

**Next Review Date** | December 2025

**Signed**

Tom Arey

PFP Thrive Academy Director

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# 1. Our vision for professional development

Everything we do is focused on improving outcomes for our apprentices. PfP Thrive strongly believes that our employees are key to achieving the best outcomes for our apprentices and learners. Our staff are the driving force behind achieving positive outcomes for our learners. We strive to embed a culture of continuous professional development throughout our organisation and understand that in order to achieve our aspiration of becoming an outstanding provider of apprenticeships and staff development, we need to ensure that we constantly strive to improve the quality of teaching, learning and assessment at all levels within our organisation.

PfP Thrive believes that a carefully planned programme of CPD improves standards, raises morale, and assists with recruitment, retention, and succession planning. All those involved in the Academy shall have an entitlement to equality of access to high-quality induction and continuing development.

PfP Thrive will have effective measures in place to audit the professional and personal needs of staff and link to the appraisal system. The focus of CPD will be on improving standards and the quality of teaching and learning. PfP Thrive will ensure that mechanisms are in place to disseminate good practice in CPD that supports and improves teaching and learning.

All forms of professional development will be based on the following principles:

- All staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work
- To develop a culture of work-based learning and practice sharing to keep staff up to date on current legislation, particularly around areas such as equality and diversity, data protection, etc
- To assure and enhance the quality of qualification delivery, development, quality assurance, teaching and learning
- To encourage a culture of life-long learning and reflective practice
- All staff will have regular opportunities to discuss their development needs and professional aspirations
- All staff have a responsibility to participate in Academy focused CPD and personal career development

This Strategy is underpinned by key activities including:

- Mandatory CPD
- The induction process for new staff members
- Role specific / Continual enhancement of sector expertise, skills and performance
- Improve delivery staff teaching and training knowledge, skills and performance through structured CPD that adds value to the learner experience
- Improve all employees' skills and performance
- Personal development

# 2. 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. It is expected that all staff complete a minimum of 30 hours of CPD per year, and that it is suitably recorded and evidenced.

PfP Thrive is responsible for supporting and encouraging the professional development of its staff including allowing time off the job to complete CPD activities and the relevant funding (for which it holds a dedicated budget).

PfP Thrive 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 PfP Thrive, including full-time and part-time staff.

All staff involved in teaching or assessing learners and Apprentices are required to undertake a training induction and onboarding programme and complete key programmes of training within their first 12 months which is detailed in the below section, Induction.

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 ETF/SET professional qualifications and 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.

# 3. Identification and planning of CPD

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 PfP Thrive premises;
- delivered whilst they are performing their employment duties or separately;
- provided or supervised by PfP Thrive 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.

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

CPD can be a mixture of planned and unplanned activities and can be both directed and self-directed.

# 4. Standards

PfP Thrive 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 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 professional standards and developments in teaching, learning and assessment**
- are required to keep up to date with standards and **developments in the relevant field/sector** of work, technology, legislation and policies and procedures amongst other activities including requirements of the relevant awarding bodies and professional membership organisations;
- that are designated first-aiders must have a relevant and current First Aid qualification.

## Induction and mandatory training

Every staff member will participate in an effective induction programme, which covers a detailed introduction to Places for People and PfP Thrive 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 PfP Thrive's policies and procedures which most closely relate to their job role.

Following the initial induction and throughout the probationary period, PfP Thrive 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.

## Induction and Onboarding Programme Timeline:

Week	Content	Format
1	Welcome to Places for People and PfP Thrive Health and Safety Safeguarding and Prevent Policies and procedures	In-house programme In-house programme On-line certification In-house programme
2	Commence the following external qualifications if not already held (as relevant to the role): <ul style="list-style-type: none"> <li>Level 3 in Education/Preparing to Teach in the Lifelong Learning Sector qualification</li> <li>Level 3 Assessor qualification</li> <li>Level 4 IQA (if applicable)</li> </ul>	Via an external provider and to be completed within their first 12 months of appointment
2	Train the Trainer Facilitation skills Brain friendly learning	In-house programme
3	Curriculum design and development Lesson plan writing	In-house programme
4	Digital skills (Powerpoint, Word, Forms) Report writing Systems (Aptem)	In-house programme
5-12	Programme walk through and coaching	In-house programme
6	Feedback and coaching	In-house programme
7	Standardisation	In-house programme
8	Situational leadership Team dynamics	In-house programme
9	Insights/Disc	In-house programme
10	EDI in practice	In-house programme
11	First Aid (and any other relevant H&S courses) and Mental Health First Aid	In-house programme
12	Functional Skills train the trainer	External provider
13	Mid-point probationary review including progress, performance, gaps and action plans	121 with line manager
14-26	Risk based observations, feedback and coaching Weekly 121s Weekly team meetings Monthly standardisation meetings	Via manager and quality teams
26	Probationary review	121 with line manager
26+	Move to competent status and continued professional development	

## Professional development in teaching, learning and assessment skills

All of the PfP Thrive Academy Teaching Team will be required to complete a Level 3 in Education/Preparing to Teach in the Lifelong Learning Sector qualification and a Level 3 Assessing Vocational Achievement qualification essential to their role within the first 12 months of employment. As such, PFP Thrive will sponsor all of the Team through funding and time off for study.

For some staff, we will also arrange for them to complete the Level 4 IQA to ensure we have a pool of qualified quality assurance staff for succession planning and removal of key person dependencies. This will be identified on a case by case basis depending on numbers and need.

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.

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.

PfP Thrive will ensure that staff are aware of sector requirements and have access to suitable CPD opportunities. These include:

- Additional teaching and assessing awards above the minimum standard e.g. Level 4, PG, Masters
- Subscription to gov.uk alerts and ESFA Update which is cascaded to relevant staff, including information on academies and independent schools to inform our work in schools
- Attendance at ESFA webinars and sector specific workshops run by supporting organisations e.g. AELP, Strategic Development Network
- Attendance at conferences and events run by EPAOs and Exam boards
- Participate in workshops, seminars and webinars to enhance teaching practice
- Attendance at other conferences
- Use of external sector experts such as leaders at other training providers
- Attend and contribute to regular standardisation training
- Opportunities to enhance their digital literacy skills and functional skills
- Involvement in sharing best practice forums
- Carrying out relevant research
- Collaborative working and sharing ideas with your colleagues and others
- Evaluating feedback from peers, learners and others
- Mentoring and coaching new staff
- Networking (online and in person)
- Partaking in relevant organisational events, webinars and training programmes
- Peer observations and mutual support
  - Reflecting about what you have done, what impact it has had, and learning from any mistakes
  - Shadowing colleagues
  - Team teaching
  - Using new and emerging technologies for your job role and for teaching, learning and assessment activities.

Please refer to Appendix A for examples of available resources and courses.



## Professional development in relevant Sector-specific skills

If you work in education, CPD should relate not only to teaching, learning, assessment and quality assurance practices, but also to changes in education policies, the use of technology, and developments regarding your specialist subject. This is known as being a 'dual professional'. You are a professional teacher and assessor as well as a professional in the subject you teach and assess.

CPD therefore requires Tutors to maintain their occupational competency. This can be completed and evidenced through:

- Short secondment back 'on-the-job' e.g. a week in the field completing electrical work, managing a team, taking calls etc
- Renewal of relevant awarding body accreditations
- Audits with feedback and development plans from awarding bodies and internal compliance teams
- Peer-to-peer train the trainer/upskill sessions
- Involvement in sharing best practice forums.
- Maintain membership with affiliated organisations linked to your subject specialism

# 5. CPD days

PfP Thrive 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 – a minimum of 30 hours per year, pro-rated for part-time staff.

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.

# 6. 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.

# 7.C 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. This should include what has been learned, how they will be able to put this learning into practice and then a follow up record of the impact that this has had on their performance and the delivery of the apprenticeship programmes.

Engagement with professional development will be tracked and monitored through the Performance Development Review (Over to you) process to ensure that it is delivering the needs, it is evidenced through quality improvement results.

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

# 8. Policy review and version control

This Policy will be reviewed annually or in the event of changes in rules or to take into account changes in working practices that may result from incidents.

**Date of Publishing** | October 2024

**Review Date** | October 2025

**Policy/Process Owner** | Apprenticeship Leadership Team

## Signed

Tom Arey

Director of PFP Thrive

23/12/2024

A handwritten signature in black ink, appearing to read 'Tom Arey', followed by a long horizontal line.

## Version Control

Version	Date	Action	Amended by	Reviewed by
V1.0	September 2024	New policy creation	Rebecca Edwards Academy Consultant	Tom Arey PFP Thrive Director
V1.1	October 2024	Updated job titles	Rebecca Edwards Academy Consultant	Tom Arey PFP Thrive Director
V1.2	December 2024	Updated following feedback from MS Consulting	Rebecca Edwards Academy Consultant	Tom Arey PFP Thrive Director
V1.3	May 2025	Rebranded on to new template	Rebecca Edwards Academy Consultant	Tom Arey PfP Thrive Director