



Employee Continuous Development Guidance Training Policy

Policy Drafted by - Lucy Prew - Centre Manager

Drafted Date - 1st April 2013

Review Date

Principles, Values and Entitlements

Birth and Beyond organisation values its staff and will seek to ensure that they receive proper recognition for their work and their contributions to the life of the Centre

Good Staff Development will:

- (a)** be an integral part of the Centre's management planning process both in terms of short and longer term priorities and in terms of resource allocation - It is integral to the process of Centre improvement;
- (b)** emanate from an agreement with staff about principles of staff development, suiting the timely needs of individuals, groups and the Centre as a whole with due regard to providing equal opportunities;
- (c)** be based on the review processes of Centre self-evaluation, staff performance management and inspection;
- (d)** identify the expected benefits and outcomes of development opportunities;
- (e)** take place in a safe, supportive learning environment where experimentation and innovation are encouraged;
- (f)** achieve a balance between the provision of development opportunities and disruption to teaching or administrative functions;
- (g)** help to build staff self esteem, foster co-operation and trust in one another;
- (h)** seek, wherever appropriate, nationally recognised accreditation

This Centre is a "learning community" and is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the Centre is able to deliver whole team and individual development priorities.

The Centre has an expectation that all members of the learning community will take an active role in their own professional development.

The Centre believes that all members of staff have a responsibility to support the professional development of colleagues.

Continuing Professional Development (CPD) will be co-ordinated by the senior staff members. The CPD Leader will be appropriately trained and will be provided with annual opportunities to network with Centres and training providers.

The key elements of the Staff Development policy comprises:

- effective auditing and identification of need and aspiration
- appropriate match of provision to learning needs
- reliable and explicit evaluation of the impact of provision
- dissemination of effective practice.

The Centre will aspire to obtain appropriate quality standards from organisations that support the principals of effective professional development in, eg Investors in People, Charter Mark, Basic Skills Quality Mark, in order to validate and challenge its approach to learning and development.

The Centre will use a range of types of provision and providers adopting "Best Value" principles in determining these. The Centre is committed to working with all training providers to develop and improve the services they provide through collaborative planning and detailed feedback.



This file was edited using the trial version of Nitro Pro 7
Buy now at www.nitropdf.com to remove this message

The Centre will provide and support opportunities for professional recognition including accreditation of the CPD undertaken.

Staff Development is entirely separate from, and bears no relation to, either the disciplinary process or any assessment of performance related to pay

Entitlements

All job holders are entitled to:

- (a) an up-to-date job description which describes the purpose of their post and specifies the main areas of work for which they are responsible;
- (b) an understanding of what skills and knowledge they need in order to achieve the desired standards of performance in that job;
- (c) one scheduled annual development appraisal meeting each year. For teaching staff this will be a formal performance management in line with statutory requirement. All other staff will receive an appraisal of their work through an annual meeting with their line manager. (Details of this process can be found in the document, 'Performance Management & Pay Policy'.)
- (d) The purpose of this meeting will be to:
 - review jointly their achievements over the past year;
 - agree work priorities and targets for action in the coming year;
 - agree any staff developments or changes in practice needed to achieve those priorities bearing in mind the Centre Management Plan and resources available;
 - agree what steps can be realistically taken to further their career

Auditing and identification of need and aspiration

The CPD Leader will be responsible for identifying the training and development needs of the Centre community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD plan which forms part of the Centre Improvement Plan.

The CPD Leader will be responsible for discussing with the Manager and Governing Body the main training and development priorities and the budgetary implications of addressing these needs as appropriate.

Training and development issues will be addressed at Governing Body meetings and be included as part of the Managers annual report. The CPD Leader will attend appropriate Governing Body meetings and report annually on the provision and impact of training and development.

The CPD Leader will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.

The Centre will have systems and opportunities for teams and the whole Centre to feed to the CPD Leader details of priorities and approaches to development.

The CPD Leader will be responsible for ensuring the effective organisation of access to opportunities, eg booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and Centre improvement organisations.



This file was edited using the trial version of Nitro Pro 7
Buy now at www.nitropdf.com to remove this message

- are based on recognised effective practice
- contribute to raising the standards of childrens' achievements
- respect cultural diversity
- are provided by those with the necessary experience, expertise and skills
- are planned systematically
- are based, where appropriate, on relevant standards
- are informed by current research or 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.
- provide opportunity to measure impact

The Centre will support a wide portfolio of CPD approaches matched to the needs of learners. These will include:

- In- Centre training using the expertise available within the Centre and collaborative activity (eg collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling)
- coaching and mentoring and engaging in a learning conversations
- job enrichment/enlargement (eg a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings)
- producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
- accessing an external consultant/adviser or relevant expert such as an Advanced Skills Teacher or Lead Teacher
- Master classes, model and demonstration lessons
- Role play, simulations
- collecting and collating children feedback, data and outcomes
- Attendance at a lecture, course or conference
- Centre visits to observe or participate in successful practice
- secondments, exchanges and placements (eg within a regional or national organisation, an exchange or placement with another teacher, Centre, higher education, industry, international exchange, involvement with Governing Body)
- International Professional Development

All those engaged with CPD will be encouraged to:

- reflect on their development
- seek professional recognition, including accreditation for the work undertaken. The CPD Leader will provide access directly or organise guidance to staff on how such recognition can be achieved

Evaluating Impact and Disseminating Effective Practice

Following professional or other development, the participant will discuss with the CPD Leader or line manager the opportunities to disseminate to other staff. Relevant feedback about the



This file was edited using the trial version of Nitro Pro 7
Buy now at www.nitropdf.com to remove this message

circulating relevant resources, a session at a

(b) Staff or subject meeting, introducing a teaching or learning strategy, inclusion on the Centre websites.

The CPD Leader will be responsible for ensuring whether any follow up is needed to the provider, eg feedback, issues of access.

The CPD Leader will review whether any aspects of the CPD provision (eg service level agreements or subscriptions) do not represent value for money and make recommendations to the Centre Manager and Governing Body as appropriate.

The CPD Leader will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate impact. The CPD Leader shall be committed to ensuring that CPD systems and procedures conform to current best practice. This will be undertaken at a variety of levels including:

- (a) Immediate/short term evaluation by participants
- (b) Longer term follow up for a sample of CPD undertaken usually at a period no less than 3 months following the provision
- (c) Informal discussion with colleagues about improved practice

Measures used to determine the impact of training and development will be drawn from:

- (a) Participant evaluation
- (b) children and Centre attainment
- (c) The child voice
- (d) External and internal evaluation and inspection processes
- (e) Recruitment and retention data
- (f) The changing qualification profile of the staff

The CPD Leader will provide an annual report to the Governing Body on the impact of the training and development undertaken including the identification of future needs and an evaluation of the CPD Leader role.

Extents of Staff Development

In adopting this policy the Governing Body wishes to state that:

- (a) Staff Development and Appraisal are not a means of assessing employees for promotion, nor devices for identifying high or low achievers;
- (b) Staff Development and Appraisal are not linked to grading, salary points or their service conditions;
- (c) Staff Development and Appraisal are not about inadequate performance, nor are they preliminaries to possible disciplinary action;
- (d) The papers resulting from Staff Development and Appraisal are confidential and only available to the two individuals concerned plus, in connections with Teacher Appraisals only, the accepted and agreed authorities;
- (e) Information from Staff Development and Appraisal is particular to them and must not be used for other purposes.