

Staff Professional Development Policy

INTRODUCTION

The aims of this policy are to set out KC's commitment to staff development, and enable staff to enhance their performance and effectiveness in line with corporate objectives; to ensure that there are clear links between the annual Staff Development Plan and the appraisal process; to set out a framework for dealing with matters of funding, resources and authorisation, prioritization and identification of staff development needs; and to specify the responsibilities of managers and staff in the management of staff development.

We believe that all staff (teaching and non-teaching), are entitled to professional development to improve the effectiveness of the company as a whole, as well as the professional skills of the individual staff member.

The purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching and learning.
2. To enable staff to meet their individual objectives as set out in their performance management review.
3. To facilitate the CPD of all staff.
4. To involve all staff in moving a company towards the objectives stated in the company plan
5. To provide a systematic approach to development for all staff.
6. To provide support and advice for staff.
7. To ensure all teaching and assessment staff are able to meet the required teachers' standards.

CPD will be part of an annual cycle which links together:

- CPD and ongoing development.
- Learning walks.
- Performance management.
- Self-evaluation.
- Company Quality Improvement Plan.
- Standards (for teachers/trainers/assessors).
- Peer observation.
- Professional Development Review for all staff.

EQUALITY STATEMENT

KC is committed to advancing and promoting equality and diversity in all of its activities and aims to establish an inclusive culture free from discrimination and based upon the values of dignity and respect.

KEY ROLES AND RESPONSIBILITIES

- The CEO and Governance group have overall responsibility for the implementation of the Continuing Professional Development (CPD) Policy
- The CEO has responsibility for handling complaints regarding this policy as outlined in the company's Complaints Policy.
- The CEO is responsible for overseeing the administration of CPD at a strategic level and

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for liaising with the Governance group to monitor the provision and impact of CPD.

- The CEO will be responsible for the day-to-day implementation and management of the Continuing Professional Development (CPD) Policy.
- Administration staff are responsible for administering training and CPD and for booking training sessions.
- Line managers are responsible for identifying training needs among their staff members via performance appraisal and observations.
- Members of staff are responsible for identifying their own training needs in response to their own practice.
- Members of staff are responsible for evaluating the CPD they undertake and for disseminating relevant professional development to the company community.

IDENTIFYING NEEDS

- Individual - these should be identified as part of the performance appraisal process, and by the member of staff in response to their own practice. The individual's objectives should consider and include as appropriate any development needs. At the same time, individuals should consider their longer-term career aspirations and identify development needs arising from these.
- Organisational - these may arise as the result of new legislation and policies, Ofsted or as part of the wider company plan. They should be considered by the CEO and Governance group and be factored into long term strategic planning.
- Development needs should be reviewed formally at least twice a year during the appraisal process.

PROVISION OF CPD

- CPD provision will allow staff to develop skills and competencies progressively with reference to the relevant standards, and competency descriptions for all support staff.
- KC will support accreditation of the professional development of staff. Quality assurance mechanisms will ensure that company's access provision of a consistently high standard.
- The CEO will ensure that there are effective links to company improvement and self- evaluation and ensures that CPD maintains a high profile.
- We are 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.
- KC will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within company constraints.

LEADERSHIP AND MANAGEMENT OF CPD

- KC's leadership and management team will receive training to ensure that they are able to fulfil the role effectively.
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- The CEO will receive training to ensure that they are able to fulfil the role effectively.
- The CEO will discuss with the Senior Leadership Team and Governance group the main CPD priorities and the likely budgetary implications of addressing these needs.
- There should be robust, transparent arrangements for accessing CPD that are known to all staff.
- Within the performance appraisal process, there will be arrangements annually for staff to discuss the following within the context of company priorities:
 1. Needs and aspirations.
 2. Methods of accessing CPD provision including appropriate funding.
 3. Accreditation opportunities.
 4. Ways of disseminating the training.

PLANNING FOR EFFECTIVE CPD

CPD will be planned to balance use of resources with the aspirations and interests of staff. CPD opportunities should meet the following criteria:

- Meet identified individual, company, or sector and industry development priorities.
- Are based on good practice – in development activity and in teaching and learning.
- Help raise standards of learners' 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.

APPRENTICESHIP PROGRAMMES

The principles of vocational and professional updating are to ensure that all Assessors/IQAs are occupationally competent and are continuously up-skilled in order to work to the national Code of Practice and Awarding Body requirements.

INDUCTION

New staff will be provided with an induction programme and materials that are individually focused around the employee's personal needs, depending on experience and qualifications.

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This will include:

- An introduction to KC
- An introduction to our approach for supporting and engaging employers and apprentices
- An introduction to Teaching, Learning and Assessment at KC – our standards and expectations
- An introduction to the Apprenticeship Journey
- KC Quality Journey (quality processes, procedures, improvement initiatives, Awarding body and EPAO requirements).

A generic induction checklist will be completed with all staff.

- New staff will be provided with an induction plan relating to their own specific job responsibilities, as set out in their job description.
- There will also be an opportunity to job shadow other job roles to give an understanding of how the company works as a whole.
- Throughout the induction period, which will be different for each staff member, regular meetings will take place with the line manager to discuss the activities they have been observing or completing alongside other assessors.
- The trainers understanding of the appropriate assessment paperwork to be completed will be tested throughout the induction period along with understanding of standards and assessment methods.
- At the end of the agreed induction period further support and training needed will be identified and planned.
- Dates of monthly one to one support meetings with line manager will be issued along with a list of information needed for each meeting to ensure they are productive.

TRAINING PLANS

Staff training needs will be identified through observations of work practice, evaluation of role, quality assurance standards, feedback from learners, employers and assessors, IQA sampling, changes in requirements from the Awarding Body or legislation, policies and procedures brought into effect, EQA recommendations and requests for training

Employees will also be encouraged to take the initiative to consider their own training and development needs and to make these known to their line manager.

- Complete an appropriate qualification essential to their role within the first two years of employment.
 - Attend six monthly reviews and monthly support sessions to identify and plan for training and development identified.
 - Enhance development through research and address impact on the apprentice or learner experience
 - Proactively enhance their digital literacy skills.
 - Ensure engagement with industry up skilling and being vocationally relevant, including available routeways
 - Undertake hands on competence updating in their occupational area on an annual basis.
 - Attend external and internal conferences on Teaching, Learning and Assessment
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- Involvement in sharing best practice forums on Teaching, Learning and Assessment
- Maintain membership with affiliated organisations linked to their subject specialism.
- Attend CPD both internally offered and externally sourced as deemed essential to the job role in accordance with the peer/observation action plans.

Given the need for specialist skills in pastoral care and the unique needs of supporting apprentices, completion of the following mandatory requirements and training are required and recorded:

- Safeguarding
- Confidentiality and data protection
- DBS Checks
- GDPR
- PREVENT Duty
- Mental Health Awareness

TYPES OF CPD ACTIVITY – ALL STAFF

- A planned induction e.g.
 - Introduction to the company and orientation.
 - Information on the company's Vision, Mission and Strategic Plan; Governance, statutory and policy framework; organisational structure; Code of Conduct and core values; and conditions of employment; and
 - Support, development and training in core skills or capabilities required for the carrying out of duties related to the position e.g.
 - Health and Safety.
 - Fire Safety
 - Prevent Duty
 - Safeguarding
- Training specific to the role by line-manager.
- Attendance at a course or conference.
- In-company training using the expertise available within the company, e.g. team teaching, skills in classroom observation, sharing existing expertise.
- Company-based work through accessing an external consultant/adviser or a relevant expert to improve skills in a particular sector
- Visit to observe or participate in good and successful practice, e.g., visit to a company or subject area with similar circumstances
- Secondments or placement e.g., with another training company, employer, community group, sector specialist
- Distance learning, e.g., relevant resources, training videos, reflection, simulation.

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- Practical experience, e.g., exam marking experience, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local networks
- Job enrichment/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
- Partnerships, e.g., with a colleague, group, subject, phase, activity or company-based; team meetings and activities such as joint planning, observation or standardisation, bespoke development cycle, involvement in networks or partnerships.

ADDITIONAL SUPPORT REQUIREMENTS

Where it is identified, through appropriate assessment, that a member of staff has specific additional support needs, KC will make relevant reasonable adjustments, for example, the provision of assistive technologies.

GRIEVANCES

Wherever possible, issues of disagreement should be resolved through discussion between the member of staff and his/her Line Manager. Advice and guidance may also be sought from the Human Resources Team.

RECORD KEEPING Training

Records

- A record of all training undertaken by staff will be maintained at KC.
- Staff should ensure they advise the Quality Manager of any training they have undertaken to ensure records are up to date.
- All staff are required to be registered on the Education Training Foundation.
- All staff are required to keep a record of their Continuous Professional Development, this should be updated as a minimum every 3 months, and this will be monitored by the line manager at support meetings.
- The individual employee learning and development log/portfolio must be available for EQA visits and as requested by the Quality Manager and their line manager.

Information relating to the participation of staff in development activities will be stored on the HR database and personnel files in accordance with Data Protection guidelines.

EVALUATION OF CPD ACTIVITIES

In order to ensure that training activities undertaken are effective for staff and pupils, CPD activities will be evaluated on an individual, programme and company basis.

Evaluations will measure the impact of the training via the following:

- Learner/apprentice and company attainment.
 - Improved teaching and learning.
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- Increased learner understanding and enthusiasm.
- Increased staff confidence.
- Increased evidence of reflective practice.

REVIEW

This policy will be reviewed on an annual basis or following changes to Government updates and statutory guidance.

Last Reviewed date: 01-07-2022

Next Review Date: 01-06-2023

Mumtaz Khan

Mumtaz Khan, Managing Director

