



Name of School/Academy

Continuing Professional Development and Learning (CPDL) Policy

Authentically Christian

Boldly passionate about excellence in learning

Relentlessly driven in our aspiration for everyone

Status and review cycle;

Statutory and annual

Responsible group:

The Trust

Implementation date:

August 2021

Next Review Date:

August 2023

Aims and objectives of the Continuous Professional Development of Learning Policy (CPDL)

We are a learning Trust, one that is never content to stand still. Therefore, in line with our trust vision of being “authentically Christian, boldly passionate about excellence in learning and relentlessly driven in our aspiration for everyone “ our expectation is that every teacher joining our Trust will be fully supported to be the best that they can be through a programme on ongoing CPDL.

Our core principles are at the heart of all the CPDL opportunities we provide:

- We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish.
- Within our DGAT family we cherish everyone as individuals, appreciating and celebrating diversity.
- We act with integrity; we are open to challenge, and we are reflective about our practice.
- We treat everyone with dignity and respect.
- Through collaboration, in a nurturing community, we grow, learn, and achieve.

The Trustees recognise that every staff member plays a vital part in the achievement of high standards and improving the learning experience of our pupils. We believe that all staff (teaching and non-teaching), trustees and governors are entitled to ongoing professional development to improve the effectiveness of the Trust as a whole, as well as the professional skills of the individual staff member.

The purpose of continuing professional development and ongoing training is:

- To improve the quality of education for pupils.
- To enable staff to meet their individual objectives as set out in their performance management/appraisal review.
- To involve all staff in supporting the objectives in the school development plan
- To provide support and advice for staff as needed and required.
- To ensure all teaching staff can meet the teachers’ standards.
- To improve leadership and governance across the Trust.

As a Trust whose passion is for continuous improvement, we recognise we have much to learn from each other and from others around us. As such we are committed to working in partnership with others - the Teaching School Hubs, the Church of England Foundation for Educational Leadership as well as other carefully selected key partners whose vision and values match our own. It is recognised that CPDL activities will be provided centrally through the Trust, at school level and through attendance at national CPDL events and courses.

Key roles and responsibilities

- The Trust Board has overall responsibility for the implementation of the CPDL Policy
- The Trust Board has overall responsibility for ensuring that the CPDL Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.
- The Trust Board has responsibility for handling complaints regarding this policy as outlined in the Trust’s Complaints Policy.
- The CEO and DCEO are responsible for overseeing the administration of CPDL at a strategic level and for liaising with the Trust Board, Local Governing Boards and Headteachers to monitor the provision and impact of Trust wide CPDL.

- Headteachers will be responsible for the day-to-day implementation and management of the Continuing Professional Development (CPDL) Policy within their own school and the prioritising of the training needed.
- Headteachers will ensure that all mandatory training such as Safeguarding, and Health and Safety is completed in a timely manner and recorded for compliance purposes.
- Line managers are responsible for identifying training needs among their staff members via performance management discussions.
- Members of staff are responsible for identifying their own training needs in response to their own practice.
- Each member of staff is responsible for evaluating the impact of the CPDL they undertake and where appropriate for disseminating relevant professional development to the wider school community.

Centrally provided training

The Trust will provide a range of centrally organised CPDL activities. These will be advertised in the annual calendar of events and on the Trust [website](#) and [calendar](#). There are three levels of training

Core – this is CPDL that must be attended by the appropriate person in the organisation

Key – this is important CPDL that should be attended

Optional – attendance is at the discretion of the school

Identifying needs and aspiration

In line with our core principles we seek to continue our learning conversations across the Trust so that we grow and evolve in line with the rapidly developing educational landscape around us and the needs of our children. We work together to ensure that the provision of CPDL matches both needs of the Trust as well as the individual staff member. Need and aspiration is therefore determined as follows:

- Individual - these should be identified as part of the performance management/appraisal process, and by the individual 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 the development needs arising from these.
- Organisational - these may arise as the result of new legislation and policies, or as part of the wider school plan. They should be considered by the Trust Board in liaison with the CEO and DCEO 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

We are committed to disseminating good and successful practice that supports and improves teaching and learning across the Trust. We aim to ensure that:

- CPDL processes will be designed to widen participation, maximise inclusion and minimise teacher workload.
- CPDL provision will allow staff to develop skills and competencies progressively with reference to Teachers' Standards, and the competency descriptions for support staff.
- We will support accreditation of the professional development of staff.
- Quality assurance mechanisms ensure that schools access provision of a consistently high standard.

- The Headteacher provides effective links to school improvement and self-evaluation and ensures that CPD maintains a high profile for all staff.
- The Trust participates 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 the constraints of a school.

Planning Effective CPDL

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

- Meet identified individual, school, Trust, or national development priorities.
- Be based on good practice – in development activity and in teaching and learning.
- Help raise standards of pupils' achievements.
- Respect cultural diversity.
- Be provided by those with the necessary experience, expertise, and skills.
- Be planned systematically and follow the agreed programme except when dealing with emerging issues.
- Be based, where appropriate, on relevant standards.
- Be based on current research and inspection evidence.
- Make effective use of resources, particularly ICT.
- Be provided remotely where appropriate to reduce teacher travelling time and therefore workload. Where in person, CPDL will be 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.

Training costs

The vast majority of centrally run courses that DGAT offers are free as part of the core central offer for our schools. All staff can attend these courses after consultation with their line manager. They are advertised through our CPDL events calendar as well as on our Trust website.

Some training that staff may want to apply for may have a cost and this will need to be funded from the school's annual CPDL budget or where possible through applying for use of the Apprenticeship Levy. Application for use of the Apprenticeship Levy should be made using the process and forms in Appendix 2. Where there is a cost element funding will be allocated on an equitable basis where possible.

Individuals are also encouraged to apply for training bursaries when applicable, to help fund private further education.

Repayment of training costs

If a member of staff resigns during training or within a term of the date of completion for which the Trust is paying, the employee may be required to repay the full cost of the training. Where there is significant cost for the training (£500 or over) the employee shall repay the employer as below. Such costs will be deducted from the employee's salary or other remuneration due if possible, or repayment will be sought via invoice if:

- the employee ceases employment with DGAT before attending the training course but the employer has already incurred liability for the costs, 100% of the cost or such proportion of the costs that cannot be recovered from the course provider shall be repaid.

- the employee ceases employment with DGAT during the training course or within 12 months of completing the training course, 50% of the costs shall be repaid.

This does not apply if moving between DGAT schools. However, a review will be needed by the new academy as to whether their organisational needs require the completion of the training that has begun. The responsibility lies with the member of staff to make sure the new academy is aware of the full implications of any training programme during the interview process.

If an employee leaves due to ill health it is unlikely that there would be an expectation to repay the employer.

Leadership and management of CPDL

The Headteacher will discuss with their Senior Leadership Team and Local Governing Board the main CPDL priorities needed to continue the school's effectiveness and the likely budgetary implications of addressing these needs. This will be recorded within the SDP and the budget plans.

There should be robust, transparent arrangements for accessing CPDL that are known to all staff, whatever their role in the Trust.

Within the performance management/appraisal process, there will be arrangements annually for staff to discuss the following within the context of school priorities:

- Needs and aspirations.
- Methods of accessing CPDL provision including appropriate funding.
- Accreditation opportunities.
- Ways of disseminating the training.

Types of CPDL activity

There are a wide range of ways that CPDL can be delivered or accessed beyond attending a course. These include:

- Induction processes
- Attendance at a course or conference.
- Online training through experiences such as Ted Talks, YouTube, Twitter etc.
- Coaching and mentoring – receiving or acting in these roles, acting as, or receiving the support of a critical friend, team building activity.
- In-school training using the expertise available within the Trust, e.g. team teaching, skills in classroom observation, sharing existing expertise.
- School-based work through accessing a relevant expert such as an advanced skills or lead teacher, model, and demonstration lessons.
- School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school.
- Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with Governing Board.
- Opportunities to participate in award bearing work from higher education or other providers.
- Research opportunities, e.g. a best practice research scholarship.
- Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks.

- Job enrichment/enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing.
- Partnerships, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, bespoke development cycle, involvement in networks or partnerships.

Evaluation of CPDL activities

In order to ensure that training activities undertaken are effective and have impact for both staff and pupils, CPDL activities will be evaluated on an individual, phase and whole Trust basis. Evaluations will measure the impact of the training via the following:

- Pupil and school attainment.
- Improved teaching and learning.
- Increased pupil understanding and enthusiasm.
- Increased staff confidence.
- Increased evidence of reflective practice.

A proforma attached at Appendix I may help and assist with this process.

Linked Policies

- ECT Policy
- Performance Management Policy
- Pay Policy
- Safeguarding and Child Protection Policy

CPDL Record proforma

Academy name: _____

NAME:	
COVERING THE PERIOD:	

Key Dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?

APPENDIX 2

Application procedure for funding/time off for training or study including an application to access apprenticeship funding

- 1 We are committed to developing the skills and knowledge of our employees and will support training appropriate to job roles, subject to the needs of the Trust/Academy, and operational and budgetary considerations.
- 2 To be eligible to make a formal request under this procedure you must:
 - a) be an employee*;
 - b) have worked for us continuously for 26 weeks at the date your request is made;
 - c) have made no previous formal requests under this procedure in the last 12 months

**Some employees aged 18 or under are subject to special laws on education and training, and may not be covered by this procedure, depending on age and qualifications.*

- 3 To make a formal request under this procedure you should submit the form at the end of this Appendix to your Line Manager.
- 4 If your application for training is agreed without the need for a meeting, a copy of the signed form will be returned to you and the original will be retained on your personnel file.
- 5 Meeting
If necessary the application will be discussed with you, usually within 28 days of receiving your formal request. We will normally tell you the decision in writing within 14 days of the meeting.
- 6 We do not have to pay you while you are taking time off for study or training requested under this procedure. However, in some cases we may agree to pay you for some or all of the time off. We do not have to pay the costs of training or study requested under this procedure. However, in some cases we may agree to meet some or all of those costs.
- 7 Where we reject all or part of your request, we will write to you with the following information:
 - a) which part of your request is rejected;
 - b) which of the grounds for rejection set out below applies and why; and
 - c) the appeal procedure.
- 8 We may reject your request for any of the following reasons:
 - a) that the proposed study or training would not in our view improve your effectiveness at work and the performance of the Trust/Academy;
 - b) the burden of additional costs;

- c) detrimental effect on ability to meet the demands of the school/Academy community;
 - d) inability to reorganise work among existing staff;
 - e) inability to recruit additional staff;
 - f) detrimental impact on quality;
 - g) detrimental impact on performance;
 - h) insufficiency of work during the periods that you propose to work;
 - i) planned structural changes
- 9 You may appeal if we reject all or part of your request. Your appeal, at which you may be accompanied, must:
- a) be in writing and dated;
 - b) set out the grounds on which you are appealing; and
 - c) be sent to the Headteacher within 5 days of receipt of the written notice of our decision.

The appeal decision will be final and you will not be able to make another formal request until 12 months after the date of your original request.

- 10 You must tell us in writing immediately if:
- a) you do not start the approved course for any reason (for example if it is cancelled);
 - b) you do not complete the approved course; or
 - c) you undertake (or wish to undertake) a different course of study or training;
 - d) there are changes to the approved course, including changes to the timing, cost, or content of the course.
- 11 This procedure does not form part of any employee's contract of employment and we may amend it or depart from it at any time.

FORM I

Application for funding/time off for training / study including an application to access apprenticeship funding

Part A

Name:

Job Title:

Course Title
Is this an application to access the apprenticeship funding?
Course Provider
Course cost
Course dates (approximate if necessary)
The subject matter of the study or training
Where and when it takes place
What qualification (if any) it would lead to
How you think the study or training would improve your effectiveness at work

How you think the study or training would improve the performance of the Trust/Academy

Date(s) of any previous applications

Please complete Part B overleaf

Application for funding/time off for training / study including application to access apprenticeship funding

Part B

Name:

Job Title:

Please tick as applicable:

A I request that the course fees are paid by the Academy/Trust/Apprenticeship fund.

The total course fees are £ _____.

Please attach a copy of the course provider's information on fees

If you have ticked Option A then, in consideration of this, you agree that if your employment terminates after the Trust/Academy has incurred liability for the cost of the training you will be liable to repay some or all of the fees, expenses and other costs of the course as set out below:

- (a) if you cease employment before you attend the course, but the Trust/Academy has already incurred liability for the costs, 100% of the costs that the Trust/Academy cannot recover from the learning provider shall be repaid.
- (b) if you cease employment during the training course or within 12 months of completing the course, 50% of the costs shall be repaid.

Thereafter, no repayment shall be required. You agree to the Trust/Academy deducting the costs from your final salary or any outstanding payments due to you and agree to be responsible for the repayment of any outstanding amount.

B In the event that the Trust /Academy will not agree to pay the course fees then I will be fully responsible for payment.

C I will be fully responsible for payment.

I, _____ (Name) understand and accept that I may in extreme circumstances be required to absent myself from the course and attend the Trust/Academy, if directed by the Headteacher (or delegate).

I, _____ (Name) confirm that there will be no other additional expenses that will be incurred by the Trust/Academy as a result of me undertaking this course e.g. travel, books, examination fees, etc unless agreed in advance by the Trust / Academy in writing.

I, _____ (Name) understand and accept that:

- Any books or resources belonging to the Trust/Academy bought by the Trust/Academy remain the property of the Trust/Academy and must be returned on completion of the course or earlier if required.
- The Headteacher may request an attendance report from the course tutor. If I am unable to attend for any reason I will ensure that my Line Manager is notified.
- Consent for me to undertake the course outlined by me in this agreement is dependent on my signed and dated acceptance of the terms of the agreement.

Signed Employee: _____ Date: _____

Print Name: _____

Part C overleaf to be completed by HT / The Trust in the case of the apprenticeship funding

APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY

Part C to be completed by HT / The Trust in the case of the Apprenticeship funding

Please tick as appropriate:

- A The application is granted in full
- B The application is granted in part. Please see the accompanying letter which sets out the reasons why the application has been rejected, in full or in part, and which provides the opportunity of an appeal.

This application is to access funding from the apprenticeship fund YES / NO

Signed : _____ Date: _____

Print Name: _____