

# Learning Accord Multi Academy Trust

## Training and Continued Professional Development Policy



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## **1. Introduction**

- 1.1 The provision of effective training and continuing professional development (CPD) represents a process whereby teachers, managers, governors, administrative and support staff can extend their knowledge, skills and understanding.
- 1.2 The aim of training and CPD within an educational setting is, ultimately, to improve the quality of teaching and learning.
- 1.3 The academy will ensure that all staff will be given equal access to high-quality training and CPD. All members of staff will have opportunities, both through appraisal and other mechanisms, to discuss their professional development needs and to make requests in relation to training and CPD.

## **2. Purpose and scope**

- 2.1 This policy sets out the academy's commitment to training and CPD and the entitlements and responsibilities of all staff for their own professional development.
- 2.2 The purpose of the policy is to set out the overall range and content of training and CPD available to staff. It will also detail how to apply for training and development that is not part of the usual training and CPD programme provided for staff by the academy.
- 2.3 The emphasis for any training and CPD activities will focus on improving standards and the quality of teaching and learning in the academy.
- 2.4 The use of training and CPD activities will also:
  - enable staff to meet individual objectives as set out in their appraisal review
  - facilitate the training and CPD of all staff
  - involve all staff in moving the academy towards the objectives stated in the School Development Plan (SDP)
  - provide a systematic approach to development for all staff
  - provide support and advice for staff.

## **3. Identifying training and development requirements**

- 3.1 A variety of methods may be used to help identify when professional development is required, and the type of training and CPD indicated.
- 3.2 These methods will include the following:
  - 3.2.1 The appraisal review

This helps to identify individual training and development needs. It is important that the appraisal paperwork is completed accurately by staff as part of this process, as this helps to identify and reflect upon individual training needs (see Appraisal Policy for further information).
  - 3.2.2 Issues identified through other monitoring

Where issues are identified through monitoring processes it may be necessary to provide training and development to address these in an appropriate manner. (These may be issues related to an individual employee or to a specific subject area or to the school as a whole.)

### 3.2.3 National and local priorities

Training and development required to implement national strategies as directed and developed by the DfE or local initiatives identified to meet the needs of the local community.

### 3.2.4 The school improvement plan (SIP)

This outlines the objectives for the academy, in terms of development and training, and the resources required for this. This is reviewed annually.

### 3.2.5 The annual training and CPD self-review

In the spring term each member of staff will be asked to complete a review of their own professional development over the year. This is a useful moment to reflect upon the self-review completed as part of the appraisal cycle.

## 4. Roles and responsibilities

- 4.1 Everyone in the academy must work collaboratively to ensure that training and CPD activities are worthwhile and add value.
- 4.2 All members of staff will be given the opportunity to contribute to overall training and CPD strategy. Specific responsibilities are detailed in the following sections.

## 5. Responsibilities of the staff

- 5.1 Staff are expected to:
  - take responsibility for their own individual professional development
  - identify areas in which they might improve and extend their professional knowledge, understanding and practice to increase their effectiveness
  - share their learning freely with colleagues (whilst respecting confidentiality)
  - evaluate training undertaken and identify actions to be taken as a result
  - fulfil their appraisal obligations and seek professional development activities in support of these
  - share responsibility for the induction of new colleagues (appropriate to their role)
  - keep a record of their review of their wider professional development (by maintaining their personal development portfolio or PDP).

## 6. Responsibilities of the headteacher

- 6.1 The headteacher has overall responsibility for:

- motivating and enabling all staff to carry out their respective roles to the highest standard through provision of high-quality training and CPD which is integrated into performance management and which balances the needs and aspirations of staff with the academy's overall requirements
- ensuring that governors are informed and consulted on matters of training and CPD
- ensuring that line managers have opportunities to develop the necessary coaching skills to execute their duties effectively
- ensuring that colleagues have opportunities to develop the mentoring skills necessary to assist the professional development of others.

## **7. Responsibilities of the CPD co-ordinator (CPDC)**

7.1 The CPD co-ordinator\* (or CPDC) is responsible for:

- promoting training and CPD as a central element of school improvement.
- creating and sustaining arrangements for training and CPD of all staff.
- monitoring and reporting upon the effectiveness of training and CPD undertaken.
- maintaining and developing links with sources of training and CPD provision.
- ensuring coherence between the rationale and arrangements for training and CPD and the procedures for school improvement planning and appraisal.
- liaising with the headteacher and governing body to advise them on the priorities within the range of needs identified, and of appropriate ways to access provision to meet them
- apprising the headteacher and governing body of the benefits of participation in relevant initiatives and projects.

*\*This role may, particularly in smaller schools, be undertaken by the headteacher.*

## **8. Responsibilities of the governors**

8.1 Governors are responsible for:

- promoting and monitoring the appropriate use of training and CPD as a tool for school improvement, ensuring that all staff are valued as lifelong learners.
- ensuring in the budget planning that (as far as possible) appropriate resources are made available in the school budget for any training and support agreed.
- monitoring the implementation of appraisal procedures and monitoring the links that are made between this process and opportunities for professional development
- engaging in a range of governor development activities to promote increasing effectiveness in fulfilling their various roles.

## **9. Provision and resource allocation**

9.1 The school improvement plan (SIP) and budget allocation have a significant impact on the range of training and CPD opportunities that can be supported. If available funding is limited, priority will be given to training that will raise standards where this requirement is most urgent.

9.2 When arranging or considering requests for training and CPD the academy must ensure that the proposed use of resources can be justified.

9.3 The following criteria will be used to inform the decision-making process. Training and CPD opportunities will be rated more highly when they:

- meet identified individual, school or national development priorities
- meet an Ofsted inspection action plan that needs to be addressed
- are based on good practice in development activity and teaching and learning
- help raise standards of pupils' 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 on relevant standards (where appropriate)
- are based on current research and inspection evidence
- provide value for money
- make cost-effective use of resources, particularly ICT
- are provided in accommodation which is fit for purpose with appropriate equipment
- have effective monitoring and evaluation systems, including seeking out and acting upon user feedback to inform the quality of provision.

## **10. Training and CPD activities**

10.1 Provision for any activity, either on-site or off-site, can be accessed from a range of resources. It is, however, appropriate to ensure that those delivering the training and CPD activity have proven recent or current experience, and that they operate within a quality-assured framework.

10.2 The academy will support a wide portfolio of training and CPD approaches to accommodate preferred learning styles of staff and to maximise the impact on teaching and learning within the academy.

10.3 Training and CPD activities could include any of the following:

- attendance at a course or conference
- in-school training using the expertise available within the academy (such as team teaching, skills in classroom observation, sharing existing expertise)
- school-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons
- visits to other schools to observe or participate in good and successful practice
- secondments, such as to a regional or national organisation
- an exchange or placement, for instance with another teacher, school, higher education, industry, international exchange or involvement with governing body
- opportunities to participate in award bearing work from higher education or other educational providers

- research opportunities such as a best practice research scholarship
- distance learning requiring relevant resources: training videos, reflection, simulation
- practical experience, such as opportunities to present a paper or contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks
- job enrichment, such as 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, ICT or video programme
- acting as a coach or mentor, or receiving such support, including as a critical friend
- partnerships with, for instance, a colleague or group in relation to a particular subject or phase, or within a team building activity
- team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership network.

## **11. Individual requests for training**

- 11.1 Staff can request training and CPD activities at any time, although this will most commonly be discussed within the appraisal process.
- 11.2 If a member of staff wishes to engage in any training and CPD activity additional to that which has already been agreed as part of their appraisal process it is necessary for them to approach their line manager in the first instance.
- 11.3 Following initial discussion with the line manager, the member of staff should make a formal request using the form in Appendix 1. The request will then be sent to the headteacher for evaluation in respect of the prioritisation of need and resources as detailed in this policy.

## **12. Recording of training and CPD activities**

- 12.1 To recognise the academy's level of commitment to training and CPD, the headteacher will ensure that all staff will receive appropriate guidance on producing and updating an appropriate professional development portfolio.
- 12.2 A professional development portfolio (or PDP) is a confidential document that enables staff to build an evidence base in respect of work undertaken, progress achieved and the related impact upon appraisal objectives in line with both personal development and the school improvement plan.
- 12.3 This record of professional development will:
- assist staff to build evidence of achievements over time
  - contain information about training and development undertaken in the context of their role within the team (and the academy as a whole)
  - retain evidence that will (as and when required) contribute to career and pay progression.

### **13. Monitoring outcomes and evaluating impact**

- 13.1 The headteacher will monitor and evaluate the degree to which the activities have been cost-effective in terms of quality of provision. This will be evidenced by means of identifying desired outcomes in terms of meeting identified needs and confirming positive impact on the performance criteria set out in the school improvement plan.
- 13.2 Such monitoring and feedback will contribute to school self-evaluation and future school improvement plans.
- 13.3 Various means of evaluating training and CPD will be deployed, and these will form an audit trail for monitoring purposes. These might include:
- internal and external evaluation forms
  - short-term and long-term planning
  - feedback at meetings or staff information sessions
  - pupil monitoring systems
  - evidence from appraisal monitoring and review systems
  - work scrutiny.

### **14. Qualification training – recovery of costs**

- 14.1 The academy recognises the importance of developing technical and/or professional expertise of staff and in some individual cases this may include supporting staff through professional training and CPD or longer-term development programmes.
- 14.2 Where financial assistance is given, staff will sign an agreement (see Appendix 2) to repay all or some of the costs should they leave the employment of the academy either during the training and CPD or within two years of completing the programme.

### **15. Other policies and procedures**

- 15.1 This policy will be supported by the following policies and procedures:
- Appraisal Policy
  - Employee Induction Programme

## Appendix 1: Request for Training and CPD Activity

Name of employee:
Line manager:
Date:
Contact details for line manager (email and telephone number):
Contact details for employee (email and telephone number):
Please outline the training need that has been identified, giving as much detail as possible:
How has the training need been identified? (for instance, as part of an issue or problem)
Is the employee or line manager aware of any particular training event that will meet the need? If so, please give details.
Please give an indication of the preferred timing of the training: (If there is felt to be any urgency involved in sourcing such training please provide full details of this, and also specify any dates on which the training should <b>not</b> occur)
Anticipated cost:
Signed (employee):
Signed (line manager):

**This form should now be submitted to the CPD Co-ordinator for consideration.**

## Appendix 2: Recovery of Costs Agreement

**Name:**

**Address:**

**Date:**

I agree that I will remain in employment with **XX** School for a period of not less than two years following the completion of **\*\*\*\*\*** (external course or training) paid for by **XX** School.

Should I leave the employment of **XX** School for any reason (including dismissal) before the completion of such period I agree to repay **pro rata ... (a percentage of) the costs of the course or training (the percentage may be dependent on time elapsed)**.

Note: **XX** School reserves the right, in the event of employment ceasing within two years of the above course or training being completed, to deduct (dependent upon circumstances) a sum of money up to the equivalent of one hundred per cent of the course fee from the employee's final salary payment.

If the final salary is not sufficient to meet this debt, the employee hereby undertakes to repay the outstanding balance to **XX** School within 3 months of the date of termination of their employment.

**Employee signature:** .....

**Employee name:** (please print) .....

**Date:** .....

**Signed on behalf of **XX** School:**

**Signature:** .....

**Name:** (please print) .....

**Position:** .....