



Continuous Professional Development (CPD) Policy

Scope of policy: All staff

Approved by: Senior Leadership Team (SLT) / Trustees
February 2024

Review Date: February 2025

1. PURPOSE AND VISION

inspire+ values its employees and their expertise and understands the impact they have in contributing to its continued success. Teaching, Learning, Assessment, Coaching and School Support (TLACSS) is the charity's main focus.

The **vision** of the charity is to continuously seek to enhance and improve, adhering to, and promoting our mission, values and aims. The charity recognises that without effective continuous professional development (CPD) this vision would not be achievable.

The **purpose** of this policy is to outline the principles by which CPD is central to the charity delivery of outstanding apprenticeship and training programmes and to improve employees sector skills, expertise and performance.

The CPD policy supports the further education quality and UK coaching frameworks to ensure our key area of activity is the development and support of staff to sustain outstanding TLACSS. Our priority is to align all staff development, research and scholarship activity to enhancing the learner experience via programme development and delivery.

The Charity focuses on four key levels for staff development:

1. Strategic - to enable staff to meet the expectations of the Charity strategy
2. Operational - to enable staff to meet the requirements of the centre/service area.
3. Professional - to enable staff to develop their sector expertise, effectiveness and increase job satisfaction in order to achieve potential.
4. Statutory – to ensure that the charity adheres to its moral and legal obligation to enable staff to develop their statutory duty such as Safeguarding, Prevent and FGM.

The impact of engaging in these varying levels of activity is to enhance the apprentice and stakeholder experience by aligning all CPD activity in response to apprentice and stakeholder needs.

2. SCOPE

- This policy applies to all staff employed by the Charity.
- Development activities which have no direct relevance to the individual's role or objectives of the Charity are not within the remit of this policy.

For the purposes of this policy, CPD is any activity which enables a member of staff to be more effective in carrying out his or her professional duties which can include but is not exclusive to; in house events; infill onto commercial courses; part time extended (vocational courses); sector related training, attendance at external events and e-learning webinars.

The Charity will support individuals through a variety of means within the prevailing budgetary provision and identified development needs.

3. OBJECTIVES

3.1 General principles for CPD

The Charity's CPD process is closely aligned to the charity appraisal cycles. Staff must proactively engage with and take responsibility for their own professional development as well as undertaking mandatory and relevant training required for a particular role. Staff are expected to avail themselves of the development opportunities provided to enable them to keep their skills updated and respond flexibly to change. Inspire+ commits to ensuring that all learning objectives for employees, apprentices, trustees and stakeholders are tailored to meet individual needs and linking any CPD to the charity's mission, vision, values statements, KPIs and Quality Improvement Plan targets.

In return for this the Charity seeks to make a number of commitments to its staff and support in-centre activity training or provide financial support to attend essential external training. Further to this the Charity commits to improving employees sector expertise, skills and performances by:

- Ensuring staff are trained to levels appropriate to their job roles in order to meet our statutory obligations. Therefore, participation in certain staff development activities will be mandatory for all staff to undertake at various intervals depending on their role. Learning and training objectives will be taken into account, skills scans and professional diagnostics will be used to determine employee and organisational needs.
- Ensuring staff work collaboratively across Charity by sharing best practise, utilising staff's strengths and supporting the establishment of internal networks to provide staff support in improving practise.
- The Senior Leadership Team will hold the responsibility centrally for the organisation, administration and delivery of all CPD which will be aligned to the Charity's strategic plan. This work will involve collaboration with staff in support of the observation process, learning walks and centre reviews and including FE processes e.g. peer observations/drop ins.
- Ensuring all staff are supported and encouraged to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role. Where they are involved in succession planning, skills will be developed for their next role within Charity.
- Providing managers with the skills, knowledge and competencies they need to work in partnership with their staff to support their CPD and promote lifelong learning.
- Creating an appropriate balance between the desire for individual staff members to maximise their potential and for the Charity to obtain a return on its investment.
- Ensuring development is viewed and utilised as a toolkit to help support and motivate staff in performance capability situations, developed through and improve strategies to identify excellence in learning, teaching, assessment, coaching and school support.
- Upon employment all staff will be encouraged to enrol within an appropriate training programme specific to their job role. In some cases, this will include employer led and degree apprenticeships.
- Working with national sector leaders such as afPE, Youth Sport Trust, UK Coaching to improve employees sector expertise, skills, performance, teaching and training knowledge, skills and performance linking specific sector skills to the annual appraisal process.

4. STANDARDS

The Charity recognises certain minimum standards associated within specific roles which must be met by all individuals through appropriate CPD activities. SLT will monitor compliance with these initiatives. All employee's professional development will be monitored through the appraisal process undertaken annually.

4.1 Apprenticeship Tutors and Education Team Staff

- Take part and contribute to the annual appraisal cycle to improve employees sector expertise, skills, performance, teaching and training knowledge, skills and performance.
- Take part and contribute to the annual appraisal cycle to improve teaching and training knowledge, skills and performance.
- Complete Level 3 in Assessing Vocational Achievement qualification essential to their role within the first two years of employment. This training will be supported by the charity. Dates may be extended in exceptional circumstances depending on a suitable mode of study.
- Engage in the New Assessor training.
- Attend and contribute to team meetings.
- Attend and contribute to regular standardisation training.
- Attend and contribute to regular training and CPD to improve teaching and training knowledge, skills and performance relevant to sector and relevant apprenticeship standards.
- Proactively enhance their digital literacy skills as outlined in the IT strategy.
- Ensure engagement with industry up skilling and being vocationally relevant.
- Complete mandatory training as requested including Safeguarding, Health and Safety, Equality and Diversity /Prevent and FGM according to the recommended and mandatory training cycle or following a staff skills review.
- Involvement in sharing best practice forums.
- Maintain membership with affiliated organisations linked to your subject specialism.
- Attend CPD both internally offered and externally sourced as deemed essential to the job role accordance to the peer/observation action plans.
- Proactively enhance their use of Partner College systems i.e. OneFile.

4.2 Management Staff

- All newly appointed managers must complete the manager's induction within the first six weeks of employment.
- All managers are required to attend HR practitioner workshops in line with changes to legislation and sector practice.
- Complete mandatory training as requested.
- Involvement in sharing best practice forums on TLA.
- Maintain membership with affiliated organisations linked to your subject specialism i.e CIPD membership.

4.3 Community and Schools Team (CAST) Staff:

- Are required to participate in team meetings.

- Are required to engage in mandatory Safeguarding and Equality & Diversity awareness, Prevent and FGM training every 2 years. From time to time there may be other training deemed mandatory for specific groups of staff to attend. The expectation is to complete all mandatory training requested within the timeframe allocated and failure to do so will be a disciplinary offence.
- Are required to inform the office manager of any lapses in qualification dates.
- Must engage with the use of ILT/elearning and complete a range of blended learning workshops including mandatory elearning. For new staff these must be done as part of the induction process.
- Maintain membership with affiliated organisations linked to your subject specialism i.e Coaching/teaching membership.
- Attend CPD both internally offered and externally sourced as deemed essential to the job role accordance to the peer/observation action plans.

4.4 Trustee Board

In support of on-going and emerging organisational business need, Trustees will take part in the following development activities; within the allocated budget for the year:

- All new Trustees will receive a Charity induction during their first month of service.
- Individual skills audits will take place periodically.
- Membership of related Trustee networks will be maintained and encouraged.
- Personal development plans discussion and review will be facilitated on an annual basis supported by the CEO.
- Attendance at relevant conferences, seminars and other development activities shall be agreed where there is an identified development need, subject to budget provision and an undertaking by Governors to share any learning or other outputs of the activity throughout the wider Governing Body.
- Trustee Champion roles will be supported by the relevant member of staff from within the relevant Service areas and appointments to those roles shall be reviewed and refreshed periodically.

5. IDENTIFICATION OF CPD NEEDS AND CPD PLANNING

The identified training needs originate from various sources which includes appraisals, observation action plans and suggestions via staff engagement for CPD to the Senior Leadership Team (SLT).

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 job description and the appraisal process also forms a major part in the identification of on-going development which aims to measure performance against agreed objectives and identify any staff development which may contribute to the completion of the objectives.

CPD needs to be tailored and relevant to the Inspire+ Mission, ethos, values and objectives. These are identified in number of ways by the employee, manager and can include but is not exclusive to:

- Through discussions with the line manager whereby any CPD activity identified to support staff to work more effectively will be addressed and supported, budget allowing.
- The needs of staff new to the Charity should be identified by the line manager in accordance with the probation policy, whereby staff can identify CPD requirements they wish to undertake or require to undertake the new role.
- Through the priorities identified by service areas during the annual appraisal cycle.

- Observations of Teaching, Learning, Assessment, Coaching and School Support.
- Peer observations and Annual Programme Review's.
- Actions arising from staff surveys and associated groups such as wellbeing forum and staff groups.
- Feedback from existing programmes of activity such as the management development programmes, TLA workshop activities.
- Staff Voice initiatives.

Employees can request training that is delivered in whichever way they believe is most appropriate and effective. For example, they might request training which would be:

- undertaken on the Charity premises
- delivered whilst they are performing their employment duties or separately
- provided or supervised by the Charity, any other College or training provider
- undertaken without supervision
- Online

When a CPD need is identified, consideration should be given to the most appropriate method for completing this need, taking resources into consideration. The Charity may provide financial assistance to those undertaking formal qualifications. However, providing financial assistance will be discretionary. CPD requirements are drawn together line managers. Members of staff in receipt of financial support will be asked to commit to a service level agreement if they leave the organisation within a set time frame. The charity holds the right to ask for course fees to be paid if a member of staff leaves the charity within a 6 month period after completing the course.

6. MONITORING AND EVALUATING CPD

Monitoring and evaluation is important and should be used to ensure that the learning has worked or has a measurable impact. All staff will take part in the annual cycle of appraisal. This begins in October, reviewed in May and concludes in August. Line managers will meet with employers to set relevant targets linked to the four key levels of development outlined on p. 2. Skills scans, diagnostics and quality assurance procedures (Lesson observations/IQA/Drops/Achievement rates/Satisfaction rates) will contribute to the monitoring and evaluating process.

On completing CPD all staff are required to provide an evaluation of the activity and update their CPD log and report back to the line manager. Managers are also asked to report on the effectiveness of training through the supervision and appraisal system, reporting relevant information to the CEO. This information will be collated, and an analysis presented to Trustee board on an annual basis.

7. STAKEHOLDER CONSULTATION

This policy and associated guidance was created following consultation with the Senior Leadership Team and Trustees. Consultation was also carried out with partner college Inspire Education Group.

8. MONITORING AND REVIEW

- 8.1 The SLT team will evaluate its provision by verbal feedback, questionnaire, focus groups and self-assessment, and will review practice thereafter.
- 8.2 As part of Inspire+ continued commitment to training and development employees are required to provide feedback on the value and effectiveness of the training and development they undertake.
- 8.3 The policy will be reviewed and renewed annually by the Quality Trustee Committee.

9. RELATED POLICIES AND PROCEDURES

There are several related policies and procedures that underpin the Continuous Professional Development Policy:

- Performance Appraisal Policy
- Induction Policy
- Probation Policy
- Quality Assurance Policy
- Staff Recruitment

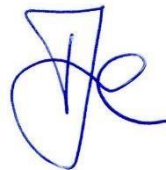
10. MANAGEMENT RESPONSIBILITY

The Senior Leadership Team on behalf of the Trustees and CEO will manage the effective operation of the policy and associated procedures.

11. EQUALITY IMPACT ASSESSMENT

inspire+ is committed to the promotion of equality, diversity and providing a supportive environment for all members of our community. Our commitment means that this policy has been reviewed to ensure that it does not discriminate (either intentionally or unintentionally) any of the protected characteristics of age, disability, gender (including gender identity), race, religion or sexual orientation and meets our obligations under the Equality Act 2010. Therefore, this policy has no adverse impact on any of the above protected groups.

Signed:



Vincent Brittain, Chief Executive Officer

Next Review Date: February 2025