



SENDAT CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) POLICY

This policy is reviewed biennially by the Curriculum, Standards & Provision Committee.

To be read in conjunction with but not limited to:

- Induction / Probation training policy and procedure
- Appraisal policy
- Coaching and Mentoring policy

and other relevant policies and procedures

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SENDAT Continuous Professional Development (CPD) Policy

STATEMENT OF INTENT

SENDAT is a Multi Academy Trust specialising in the care and education of young people with Special Educational Needs and Disabilities. This policy should be considered in the light of this context and the complexity of need that is accommodated within the Trust and its constituent Schools / Alternative Provisions (APs).

The SENDAT Board of Directors recognises the entitlement of a work/life balance for all staff colleagues as established in their terms and conditions of working. Consequently, this policy has been workload impact assessed (see Appendix) and SENDAT Schools/APs will organise all activities relating to this policy within normal working hours.

The SENDAT Board of Directors is committed to ensuring that this policy is applied in a way that is fair and non-discriminatory.



1. INTRODUCTION

- 1.1 We believe that our people are our most important asset. Without the skills and knowledge of all our staff, our students would not enjoy and achieve, remain safe and healthy, have opportunities to contribute to the wider community or achieve economic wellbeing. We believe that all colleagues should have equal opportunities to continually develop and update their skills in order to meet the diverse and changing needs of pupils and should be proactive in both identifying and meeting their professional development needs.
- 1.2 All policies and procedures referred to in this document may be accessed in SharePoint: <https://priorsuffolksch.sharepoint.com/sites/SENDATEMPOYEEINFORMATIONHUB/Shared%20Documents/Forms/AllItems.aspx?viewid=af03f71c%2D986a%2D42dd%2D86fe%2Dc63e92929d9b&id=%2Fsites%2FSENDATEMPOYEEINFORMATIONHUB%2FShared%20Documents%2F01%20HR%20Finance%20S%26P%20H%26S%20policies%20%2D%20staff%20share%20d>

2. AIMS

- 2.1 These may be summarised as follows:
- To establish a learning community where both staff and students continually seek to improve their knowledge, skills and understanding;
 - To ensure that all staff have access to effective, sustained and relevant professional development;
 - To provide a wide range of opportunities for staff to develop their professional skills, knowledge and expertise

3. PRIORITIES

- 3.1 Priorities for CPD will be informed by SENDAT in discussion with TLG and budget setting processes. Individual School Improvement/Development Plans and the Performance management / Appraisal process will also contribute to these processes. Funding will be delegated through agreement at Trust Leadership Group (TLG) and Senior Leadership Team (SLT) meetings to individuals/teams to support development activities that help meet these priorities.

4. DEFINITION OF CPD

- 4.1 Anything that contributes to the development of an individual's professional work within the priorities of the Trust and the requirements of their job role is regarded as continuing professional development. This includes but is not limited to coaching and mentoring, in-house training, formal courses, SENDAT PD days, meetings, work shadowing, project management, on line learning, reading, job swaps, secondments and keeping reflective learning journals.



5. ROLE OF THE SENDAT CPD LEADER

5.1 The Trust CPD Leader is responsible for:

- a. Assisting the TLG and SLTs in articulating and implementing the strategy for CPD based on priorities identified through the Trust and School Improvement Plans, Self-Evaluation process, induction programmes and Performance management/appraisal;
- b. Ensuring the strategy is implemented, that resources (funds/expertise) for CPD are utilised effectively, that learning is shared widely and impact of CPD is both understood and maximised;
- c. Developing partnerships with other Schools/APs both within SENDAT and more widely, providers of CPD local communities to increase access to CPD opportunities;
- d. Managing the CPD programme and budget in line with the CPD policy and SENDAT priorities.

6. INDUCTION AND PROBATION TRAINING

6.1 A thorough induction is vital to ensuring that colleagues new to role feel quickly able to take on the responsibilities of their post.

6.2 All new staff to the central Trust team or one of its constituent schools, or those promoted internally, will participate in an organised induction programme and will be allocated a mentor. The SENDAT HR Manager will give support and guidance to all those involved in delivering Induction/Probation training. Further information regarding induction and probation training is detailed in the SENDAT Induction and Probation policy.

- a. **Initial Teacher Training (ITT) trainees:** the member of staff who is the link between the School and training provider will agree an appropriate induction programme.
- b. **Newly qualified teachers:** the induction programme will meet the requirements of the Early Careers Framework, as well as introducing the SENDAT philosophy, ethos, policies and working environment. This will be carried out by the line manager in conjunction with the CPD Leader, and others with relevant experience and expertise.
- c. **Qualified teaching staff new to the School/AP:** there will be a specific induction programme which will familiarise the person with School/AP procedures, policies and the working environment. This will recognise the individual's own requirements in needing to acquire the specialist knowledge required to work at the School/AP.
- d. **Individuals promoted internally or changing posts:** there will be a programme of induction training agreed between the appointed person and the line manager.
- e. **Residential Activities and Care staff:** An induction programme will be put in place by the Head of Residential Care (Priory School) or the Head of Care (Chalk Hill Academy).



This will familiarise the appointed person with residential timetables, routines, expectations, procedures and policies.

- f. **Learning support staff:** The induction programme will normally be carried out by the AHT/Key Stage Lead or Headteacher (Chalk Hill Academy). This will familiarise the appointed person with school timetables, routines, expectations, procedures and policies.
- g. **Non-student facing support staff (School/AP based):** The induction programme will normally be carried out by the Team Leader / Head of Department under the guidance of the Headteacher /Head of School / AP. This will enable such staff to become accustomed to all the routines, their responsibilities, policies and procedures, as well as the use of available equipment.
- h. **Central Trust support staff:** The induction programme will normally be carried out by the Team Leader / Head of Department under the guidance of the HR team. This will enable such staff to become accustomed to all the routines, their responsibilities, policies and procedures, as well as the use of available equipment.
- i. **SENDAT Directors and Local Academy Board (LAB) members:** New members of Governance are given the opportunity to access training through the NGA and by the SENDAT Partnership Director. New members of governance will be offered training and development opportunities so that they become familiar with and competent in all aspects of their role.

7. MENTORING

- 7.1 Support and guidance for all staff colleagues with line management responsibility is available from the SENDAT HR Manager. Every staff colleague will have a line manager who they should turn to in the first instance for advice and guidance.
- 7.2 Additionally formal mentoring support is available to:
 - Teacher trainees
 - Newly qualified teachers
 - Individuals new to the School/AP or central Trust team or allocated a new role within the School/AP.

8. PERFORMANCE MANAGEMENT / APPRAISAL

- 8.1 This CPD policy is informed by the SENDAT Appraisal Policy and relevant observation protocols which are regularly reviewed by the Trust Leadership Group (TLG).
- 8.2 All staff are entitled to constructive feedback on their work performance and all staff will be included in the performance management/appraisal process. Performance management / appraisal are set as part of the appraisal process and objectives are set with clear milestones and performance criteria. CPD needs are also identified and addressed as part of this process.



- 8.3 All performance management/appraisal objectives should contribute to the Trust's development plan and that of its constituent Schools/APs.
- 8.4 Professional development should support meeting performance management/appraisal objectives and staff will not be held accountable for meeting objectives where agreed support has not been forthcoming.
- 8.5 The performance management/appraisal planning and review meeting will take place annually. However if circumstances arise which necessitate a change of objectives and/or the support required to achieve those objectives, the appraisee should meet again with the appraiser to agree and document those changes.
- 8.6 There is an expectation that in addition to the formal performance management/appraisal process team members and line managers will maintain an on-going professional dialogue.
- 8.7 Following the performance management/appraisal planning and review meeting (which will, where possible, take place at the same time) any identified development needs should be summarised and sent to the CPD Leader using the organisation's agreed systems. In most cases performance management/appraisal will be undertaken by the line manager who is responsible for ensuring that each team member is effective in their role.
- 8.8 The Trust will endeavour to ensure that all line managers are appropriately prepared to act as reviewers and/or to undertake lesson observations that contribute to performance management/appraisal.
- 9. TEACHING AND LEARNING**
- 9.1 Teaching and learning in each department/Key Stage/curriculum area will be monitored on a regular basis. All monitoring and evaluation will be based primarily on observations of lessons. Wherever possible these observations will be multipurpose and will be used to inform performance management/appraisal, departmental and curriculum reviews.
- 9.2 All those involved in teaching and learning activities within the classroom will be entitled to at least one classroom observation a year and to feedback on their strengths and areas for development.
- 9.3 Learning walks and "drop-in" sessions may take place in order to collect evidence about teaching and learning, evidence of progress and areas for School/AP development. They are intended to be developmental and constructive rather than judgemental, and are a whole-school improvement activity. Learning walks and "drop-in" sessions are informal and are not part of the Trust's capability procedure.



9.4 Information gathered as part of a learning walk or drop-in session may, however, be used to inform further informal discussions with teachers and/or learning support staff where it appears that there may be an area or areas for CPD which have not previously been identified. CPD opportunities will be offered and may include:

- Observation of staff colleagues' lessons;
- Mentoring or coaching;
- Collaborative planning;
- Team teaching;
- Visits to other schools/APs;
- Informal development plans

9.5 Informal development plans are not part of the SENDAT Capability procedure. See the SENDAT Appraisal policy and Appendix 1 of this document for further information.

10. MEETING CPD NEEDS

10.1 Six Professional Development Days (PD days) will be used specifically to address whole Trust / school/AP development priorities wherever possible.

10.2 The CPD Leader work with TLG and SLT colleagues to develop a training calendar and to allocated resources to meet whole school, team and individual needs. This process will be informed by :

- Development needs identified through the Trust and Schools Improvement Plans
- Training and development needs identified during performance management/appraisal and induction programmes that contribute to the whole Trust priorities.

10.3 SENDAT encourages its staff to develop a Professional Development record of their own using the online Appraisal system. This record can be used to maintain a personal account of their qualifications and professional development as well as evidences of progress towards their own appraisal targets. Staff are encouraged to keep the online system up-to-date with their own training records.

11. PROFESSIONAL QUALIFICATIONS AND SPONSORSHIP

11.1 Provision of sponsorship to meet the training costs associated with individual, professional development will be considered where:

- Training is instigated by the Trust or individual School/API, primarily for the benefit of the School/AP;
- Training is instigated by the individual, for their own professional development, which will be of benefit to the School/AP or wider Trust and is within the priorities for the Trust;



- Training is required which is mandatory for the post. This may include training to achieve an accredited qualification, or regular update training.

11.2 Training instigated by the Trust

Core training through the PD days is funded by the Trust or School/AP. Training that is substantial in its commitment in terms of time and/or cost will usually require participants to commit to repayment of fees, should they subsequently leave the Trust's employment for any reason other than redundancy or fail to complete the training. (see Appendix 2).

11.3 Training instigated by the individual

Training of this nature will be considered for sponsorship at Trust or School/AP level. It will be dependent upon funds being available and overall CPD priorities within the Trust. Individuals offered sponsorship will be required to sign a Sponsorship agreement, requiring fees and other costs to be repaid on a sliding scale, should the individual subsequently leave the Trust's employment for any reason other than redundancy or fail to complete the training (see Appendix 2).

11.4 Training which is a mandatory for the post

The requirement to undertake training of this nature will be written into the job description / person specification for the post. It will also be included as a condition of employment in the individual's Statement of Terms and Conditions of Employment and stated explicitly in their conditional offer letter.

Training of this nature will normally be fully funded at Trust or School level. Individuals undertaking this training will be required to sign a Sponsorship agreement, requiring fees and other costs to be repaid on a sliding scale, should the individual subsequently leave the Trust's employment for any reason other than redundancy or fail to complete the training (see Appendix 2).

12 SECONDMENTS

12.1 A temporary secondment may be offered as an extended professional development where it is considered that this will be beneficial to the individual, the School/AP or wider Trust e.g.

- Pending a permanent appointment to a new or existing post;
- To cover the long-term absence of the permanent post holder e.g. maternity/paternity/adoption, extended sick leave or sabbatical;
- To complete a specific project or task;



12.2 A request by an individual to undertake a secondment will be supported where it is considered to be in the best interests of the individual, students and the School/AP and where financial and other resources (such as cover for the individual's substantive post) are available.

13 RESOURCING

13.1 Resources will be made available to support CPD for all staff and SENDAT Directors and LAB members. Resources include:

- Finance, within budgetary constraints;
- Cover, where this does not result in an unacceptable increase in the workload of staff colleagues;
- Time during normal working hours where reasonable to meet training commitments;
- Physical resources such as laptops

13.2 Where possible, SENDAT will utilise the local expertise of staff across the Trust and within partner organisations and local communities.

14 REPORTING

14.1 The CEO will report annually to the SENDAT Full Trust Board on the training and development needs of all SENDAT staff. The report will summarise CPD needs as identified in:

- The SENDAT plan for continuous improvement;
- The Trust's priorities for CPD;
- Individual CPD needs as identified in formal Appraisal and other performance management meetings.

14.2 The TLG and leadership teams across the Trust, together with individual staff colleagues, are responsible for evaluating CPD and its impact upon work performance. This will be monitored by:

- Use of questionnaires;
- Regular performance management reviews and discussions;
- Reviews of the SENDAT and individual School/APS' improvement plans;
- Appraisal and other performance management outcomes.

14.3 CPD activities will be reported termly in the CEO's report to SENDAT Directors. Feedback from Directors will be cascaded to staff via the TLG and leadership teams across the Trust.

15 CONTACTS

15.1 If staff colleagues wish to discuss their professional development, or any aspect of the SENDAT CPD policy, they should contact:



- Line manager for the Appraisal cycle
- The CPD Leader
- The Headteacher / Head of School/AP
- The SENDAT HR Manager



APPENDIX 1

LEARNING WALKS / DROP-IN SESSIONS

1. A programme of learning walks / drop-in sessions will be published in advance, so that teachers and learning support staff know the dates and focus of the learning walks and who will be conducting them, so that they can organise their classes accordingly.
2. The purpose or focus of a learning walk / drop-in session will not relate to the work performance of an individual.
3. Learning walks / drop-in sessions will be conducted with minimum disruption to teachers and students.
4. Learning walks / drop-in sessions will be undertaken in a supportive and professional manner.
5. Students will not be asked for their views of an individual teacher or member of the learning support staff during learning walks / drop-in sessions.
6. Teachers whose classes are visited will be given the opportunity to see any written records made during the learning walk / drop-in session.
7. There will be no evaluation of an individual teacher or member of the learning support staff during a learning walk / drop-in session.
8. Regular reviews of the operation of learning walks / drop-in session will be held with all teaching staff.



APPENDIX 2

SENDAT TRAINING SPONSORSHIP AGREEMENT

This agreement is between [insert name] and [insert school / unit], part of SENDAT

[Insert name of school / unit] agrees to support your completion of the following course:

Course title:

Start date:

Duration:

[Insert school / unit] will provide:

1. Funding in respect of course fees - £[insert].
2. *[if applicable: Paid release up to [insert] each week to meet attendance requirements of the course].*

Terms and conditions:

[Insert School/AP] agrees to provide sponsorship as detailed above. In return you are required to meet the following conditions:

1. I understand that I am responsible for any additional costs relating to the course;
2. I agree to commit to required time and effort required to complete the above course and to meet the responsibilities required by the course/training provider;
3. *[insert if applicable: Payment of fees for the second year will be conditional upon successful completion of the first year].*
4. In the event that I voluntarily resign from my employment with SENDAT for any reason other than voluntary redundancy, I understand and agree that I will repay the cost of the course / training in accordance with the following sliding scale:

Resignation within 12 months:	Full fees repayable
Resignation between 12 – 24 months:	50% fees repayable
Resignation between 24 – 36 months:	25% fees repayable.



5. Should I not complete the above course or be able to meet any of the above conditions, I will inform [insert Headteacher or other applicable] in writing immediately and understand that I may be required to pay back the full amount of any fees already paid.

Signed.....

Printed name.....

Date:

Signed:
(on behalf of [insert] school / unit).

Printed name:

Date:



APPENDIX 3

WORKLOAD IMPACT ASSESSMENT CHECKLIST

CHECKLIST	YES/NO
This policy complies with and is consistent with the contractual entitlements of all staff colleagues affected by this policy, either directly or indirectly.	Yes
This policy and any related procedures was introduced following full consultation with staff and recognised TU representatives.	Yes
This policy and any related procedures include a specific statement regarding workload impact.	Yes
The impact of this policy and related procedures is that they have not added additional hours of working.	Yes
This policy does not duplicate any other existing SENDAT policy.	No
All policies are regularly reviewed in order to assess whether they are outdated and/or unnecessary.	Yes
All SENDAT Schools / APs have identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.	Yes
All staff colleagues affected by this policy will be trained where necessary to ensure the policy and any related procedures will not increase workload to an unacceptable level.	Yes
This policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.	Yes