

Continuing Professional Learning Policy



Approved: Board of Trustees, May 2018

Review date: May 2021

Responsible Officer: Vice Principal – Teaching and Learning

Vision and Ethos



The vision statement of the Trust demonstrates its Christian ethos and faith foundation.

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

We believe:

- that a Christian ethos underpins and informs all that we do
- that the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement
- that through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community
- in the development of a broad and balanced curriculum that supports young people's personal development and preparation for life
- that the family of academies within the Trust, working together, will secure continuity and progression for all
- that there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage
- that, through its structures and work, the Trust can create and support effective Governance for all members
- that, through the Trust's work across its academies, expertise and capacity will be developed so that they can be supported with their development needs and economies of scale achieved

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the term 'Governing Body' is used it refers to the Local Governing Body of an individual academy within the Trust.

Where appropriate the Local Governing Bodies of individual academies will publish details of their procedures and practices to implement Trust policies.

Related Policies and Procedures

- Appraisal and Capability Policy

1. Policy Statement

- 1.1. Archway Learning Trust believes that all staff should be involved in a continuing process of improvement. The Trust is committed to fostering a positive ethos of continuous learning. Continuing Professional Learning (CPL) is the means by which the Trust or individual academies within the Trust are able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, whole Trust/Academy and through wider networks.
- 1.2. Archway Learning Trust believes that a carefully planned programme of CPL improves standards, raises morale and assists with recruitment, retention and succession planning.
- 1.3. All staff involved across the Trust shall have an entitlement to equality of access to high-quality induction and continuing development.
- 1.4. The Trust will have effective measures in place to audit the professional and personal needs of staff and link to the appraisal systems.
- 1.5. For teaching staff the focus of CPL will be on improving standards and the quality of teaching and learning. The Trust will ensure that mechanisms are in place to disseminate good practice in CPL that supports and improves teaching and learning. For other staff CPL will be provided with a focus on improving professional standards, ensuring up to date knowledge of specialist teams and the continuing rollout of best practice.
- 1.6. CPL planning will be integrated with Trust and Academy Development Plans and will be based on priorities identified.
- 1.7. All forms of professional development will be based on the following principles:
 - all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work;
 - all staff will have regular opportunities to discuss their development needs and professional aspirations, for example through appraisals;
 - all staff have a responsibility to participate in Trust/Academy focused CPL and personal career development.
- 1.8. The Trust will use a range of providers/types of provision and endeavour to source the provision of CPL according to the best value. Quality Assurance mechanisms ensure that the Trust accesses provision of a consistently high standard.

2. Scope and Principles

- 2.1. The Trust will have a named CPL leader, who will have responsibility for the leadership and management of CPL.
- 2.2. The CPL leader will have access to appropriate support and training in order to fulfil their role effectively.
- 2.3. The CPL leader will be responsible for collating the CPL needs of the Trust and the staff.
- 2.4. For specialist business areas the responsibility for CPL will lie with the Chief Operating Officer (COO).

2.5. The CPL leader's main responsibilities will be to:

- keep up to date with CPL developments locally and nationally;
- promote CPL as a central element of appraisal and Trust improvement;
- provide details on the range of CPL opportunities and disseminate information to the appropriate staff. Maintain and develop links with sources of CPL. Ensure procedures for accessing information on CPL are available to all;
- identify the Trust's CPL needs through mechanisms such as: Trust self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams;
- discuss with the leadership and governing body or Trust Board as appropriate the main CPL priorities and the budgetary implications;
- report to the governing body on the provision and impact of CPL;
- ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions;
- provide guidance to colleagues on the most effective procedures for disseminating information following professional development training;
- regularly and accurately update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement.

3. Planning for CPL

3.1. The Trust arrangements for CPL need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPL opportunities will be rated more highly when they:

- meet identified individual, Academy, Trust or national development priorities;
- are based on good practice – in development activity and in teaching and learning; or good practice in specialist business areas;
- help raise standards of pupils' achievements;
- help raise the efficiency and/or quality of services provided including ensuring that the Trust and each Academy within the Trust is compliant with all relevant legislation;
- ensure the competency of staff to carry out the roles in which they are employed;
- 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;
- are provided in accommodation which is fit for purpose with appropriate equipment;
- provide value for money; and
- have effective monitoring and evaluation systems, including seeking out and acting on user feedback to inform the quality of provision.

3.2. The Trust will support a wide portfolio of CPL approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the Trust. These CPL approaches may include:

- attendance at a course or conference;
- in-school training using the expertise available within the Trust, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise;
- academy-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher;
- academy visit to observe or participate in good and successful practice, e.g. visit to a school or academy or subject area with similar circumstances, a training 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 body;
- shadowing opportunities to observe experienced colleagues in another setting;
- opportunities to participate in award-bearing work from higher education or other providers;
- research opportunities;
- distance learning, e.g. relevant resources, training videos, online sessions, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network;
- become involved in local and national networks;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- partnerships, e.g. with a colleague, group, subject, phase, activity or academy-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network, Network Learning Community.

4. Creating an improved learning environment within the Trust

4.1. The Trust may support the professional development of staff wishing to undertake professional qualifications where such a qualification benefits the business needs of the Trust. This support maybe provided in terms of time allowed for study/exams or by the Trust agreeing to finance the cost of the qualification in full or part. Such approvals maybe provided subject to consideration of the business needs of the Trust and the budgets available within the Trust. Where such support is provided the Trust may require an agreement with the individual that all or part of the costs incurred are repaid to the Trust in the event that the staff member does not:

- complete the qualification;
- pass the qualification; or
- remain within the employment of the Trust for at least 12 months after the completion of the qualification.

5. Assessing the impact of CPL:

5.1. Annually the CPL leader shall conclude his/her report to the governing body with an assessment on the benefits of CPL undertaken (and planned), especially as it relates to:

- Participant satisfaction/reaction

- Participation learning – increase in knowledge and skill
- Participant use of knowledge and skills
- Organisational support and change including value for money
- Pupil attitude and impact on pupil learning