



Interaction & Communication

— Academy Trust —

ICAT Continuing Professional Development (CPD) Policy

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1) Introduction

Our approach to professional development draws on the DfE's 2016 Standard for Teachers' Professional Development, which states that effective professional development is a partnership between senior leaders, teachers and professional development providers. For further information please visit:

<https://www.gov.uk/government/publications/standard-for-teachers-professional-development>

Professional development should:

- have a focus on improving and evaluating pupil outcomes
- be underpinned by robust evidence and expertise
- include collaboration and expert challenge
- be sustained over time
- be prioritised by school leadership.

Therefore, Continuing Professional Development (CPD) is a priority and an entitlement for all Interaction and Communication Academy Trust (ICAT) staff. Its purpose is to:

- improve the quality of learning and teaching
- enable the Trust and its schools to meet their aims
- provide the highest standards of support and guidance to pupils
- facilitate school improvement and development
- contribute to professional aspirations and career progression
- support and challenge strategic decisions to ensure the best outcomes for pupils.

The Trust understands that successful professional development involves working in partnership and is supported by a culture of trust, respect and scholarship. All staff have a responsibility to utilise CPD to develop their knowledge and skills and school leaders have a responsibility to ensure that staff are able to access CPD which enables them to do this. Performance management meetings will identify meaningful targets and professional learning and development paths will be created for all staff across the Trust.

In particular, the Teachers' Standards set out a number of expectations about professional development; namely, that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching

- have a secure knowledge of the relevant subject(s) and curriculum areas
- reflect systematically on the effectiveness of lessons and approaches to teaching
- know and understand how to assess the relevant subject and curriculum areas

Similarly, support staff CPD should provide a practical framework for staff to update their professional skills and knowledge on a regular, ongoing basis that helps them to remain competent and enhance their existing abilities. Professional development should enable staff to obtain new techniques, share best practice, and apply fresh approaches to their role.

2) Approaches to CPD

ICAT will support a wide portfolio of CPD approaches in order to increase its accessibility to staff. As far as possible, CPD is personalised and takes into account the learning needs and career aspirations of the individual member of staff alongside the needs of the school.

The Trust acknowledges that successful professional development involves working in partnerships and should support a culture of trust, respect and scholarship. It should:

- have a focus on improving and evaluating pupil outcomes
- be underpinned by robust evidence and expertise
- include collaboration and expert challenge
- be sustained over time
- be prioritised by school leadership

Therefore, CPD approaches may include:

- attending a course or a conference
- completing online training
- attending internal training using the expertise available within the school and/or across the Trust
- practical experience e.g., delivering training, developing curriculum or assessment activities
- school-based and/or Trust-based collaboration e.g., Practitioner Partnership, learning triads, department meetings, moderation, working parties
- external collaboration e.g., contributing to and delivering a training programme, co-ordinating or supporting a local learning forum
- mentoring or coaching, and being a mentor or coach
- job enrichment
- secondments
- apprenticeship standard learning courses

3) Induction

All new staff receive a planned induction in school which is supplemented by external resources such as online training programmes. Every new member of staff receives a handbook/series of documents to support them in their new role. The days are structured to ensure that new members of staff benefit from a positive and purposeful start to their career at ICAT. Additionally, new teachers are invited to visit the school during the term prior to their start date.

- Early Career Teachers (ECTs) follow a specific programme of support and training in line with DfE requirements, please refer to the ICAT ECT Policy for further information.
- Governors receive a Governance Induction which includes key documentation to support them in their role.

4) In-Service Training

The Trust schools hold in-service training days (INSET) during the academic year. INSET days are planned so that they play a key role in the sustained professional development of all staff, complementing other CPD activities for individual staff members.

The INSET programme is planned in advance by the Senior Leadership Team at each school, the content of which is informed by the needs of the school outlined in the School Development Plan and the yearly School Improvement Plan.

The purpose of INSET is to improve teaching and learning and standards by:

- increasing awareness of educational developments and innovations
- improving knowledge and specialist knowledge
- considering how to successfully implement pedagogic practices
- working collaboratively to exchange ideas, draw on evidence and expertise
- enabling staff to contribute to the delivery of the school's development and improvement plans

The Trust aims to make the best use of all available resources and will draw from providers to provide input into INSET days, such as:

- in-school and across Trust expertise; making use of the knowledge, experience and skills of staff
- representatives of agencies or independent organisations or individuals who have specific areas of expertise
- a variety of institutions
- local authority experts, e.g., the Local Authority Safeguarding Team

5) Leadership and Management of CPD

The Principals of each school will delegate the management of CPD where appropriate. The CPD leader will ensure that CPD balances the needs of the school and its development priorities and the career aspirations of the individual.

The main responsibilities of each school are:

- identifying CPD needs through; school self-evaluation, analysis of pupil outcomes, analysis of appraisal and target setting and formal and informal discussions with relevant staff
- discuss CPD priorities and budgetary implications with the School Business Manager, Principal and Central Team (where relevant)
- promote CPD as a priority in each school's approach to improvement and achieving high standards
- maintain accurate and up-to-date records of the training undertaken and delivered by staff
- monitor and evaluate the quality and impact of CPD through formal and informal feedback
- report to the governing body and relevant Trust committee on the provision and impact of CPD
- keep up to date with CPD developments nationally and locally
- provide details of CPD opportunities and disseminate information to the appropriate staff

To support CPD, Line Managers will:

- creating meaningful CPD pathways for staff
- work within the context of the Appraisal Policy, the Trust Development Plan and the School Improvement Plan
- secure support and agree any identified appropriate staff development within budgetary constraints
- take into account the professional and personal aspirations of the member of staff and actively support continuous professional development
- be fair, honest and ensure that staff are given equitable access to CPD, in line with statutory responsibilities to equal opportunities
- take into account the current knowledge and experience of the member of staff when agreeing CPD plans
- ensure that relevant information arising from training is disseminated appropriately and in a timely manner so that as many members of staff as possible can benefit from the training undertaken.

6) Procedures

In the first instance, attendance at any external CPD activity must be agreed in principle with the member of staff's line manager and any other relevant leader.

If a member of staff finds a CPD opportunity that they think would be beneficial to their personal development, they must complete a CPD request form and submit it to their line manager (Appendix 1). Once the CPD activity has been formally approved the completed form will be returned to the member of staff.

7) Funding

Funding for staff CPD is incorporated into school budgets. Some courses can also be funded through the Apprenticeship Levy; please see point 8 for further details.

Before approval is given to CPD activity, careful consideration must be given to value for money and the resources available, e.g. How and when will information from the CPD activity be disseminated to relevant members of staff? Can similar CPD be accessed through another, less expensive, provider or by other means? Can CPD be accessed locally or online rather than further afield?

Each member of staff is responsible for arranging their place on external CPD activities and cost-effective transport with the relevant member of administrative/finance staff.

Travel expenses can be claimed through the Finance office. When travelling by train, tickets should be booked well in advance through the relevant department.

8) Apprenticeship Levy Funded Courses

The apprenticeship levy has been designed to encourage employers to embrace apprenticeships as a way to meet future and developing skill needs. There are a number of opportunities available to develop new and existing members of staffs' skill sets. The courses are varied and provide different levels of qualifications.

A full list of available courses can be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards?>

The Trust will review requests to use the apprenticeship levy for new and existing staff on a case-by-case basis. A completed Training Request form will need to be submitted to info@icat.org.uk to request a course/new apprentice. The application process will ensure the fair and equal distribution of the Apprenticeship Levy across the Trust and its schools.

9) Evaluation

The quality and short-term effectiveness of CPD is evaluated through the CPD Evaluation pro forma and informal discussion with staff.

The long-term effectiveness of CPD is evaluated through:

- a. pupil outcomes
- b. lesson observations
- c. staff learning and development paths
- d. staff wellbeing (qualitative and quantitative measures)
- e. recruitment, retention and career progression of staff.

Appendix 1

CPD Activity Request Form (including Apprenticeship Levy Schemes)

If you would like to attend a training course (online or in person), please fill in this form. Once completed please return the form to your line manager. These forms enable us to:

1. Keep your personal training record up to date
2. Track all of the training completed across individual schools and the Trust
3. Identify shared experiences and learning to better provide for our children
4. Ensure that requested training is relevant to each schools Development Plan
5. Ensure a fair and equal process for all staff

Your Name:
Your school:
Job Title:
The name of the CPD activity you would like to attend:
The name of the provider:
Date(s) of Activity:
Location/Online:
Is your request urgent? *
*An urgent request is one where there are three working days or less between the date of your request and the first date of activity you want to attend
Please enter a link to the activity online OR share a flyer with your line manager:
Is cover required?
Total cost of CPD activity:
Do you expect to need to make expense claims related to the CPD activity, if so what are they i.e. train fare, petrol costs?

What is the intended purpose of the CPD, as described by the provider?

Provide a rationale as to how will this CPD enable you to meet the development objectives identified with your line manager and how your learning will be shared with colleagues?

How does this CPD link to school/Trust improvement priorities?

Finance Office to complete:

Associated Costs
Please complete the following chart using estimated cost for the course:

Summary of Costs	Calculation of Travel Costs
Course Cost	
Mileage	
Travel Costs	
Accommodation Costs	
Cost of Cover	

Total Cost	
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School Use Only:

Request Approved?	
Request Denied?	
Justification:	

Director of Finance Use for Apprenticeship Levy Funded Courses Only:

Apprenticeship Levy Funding Request:	
How many staff currently in receipt of apprenticeship levy funded courses at that school?	
If successful, the amount of apprenticeship levy funding remaining:	
Total Cost	

Signed by appropriate member of Senior Management Team:

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Date:

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Appendix 2

Interaction and Communication Academy Trust (ICAT)
Continuing Professional Development
Training Agreement

The Interaction and Communication Academy Trust (ICAT) is committed to the continuing professional development of all employees. The agreement outlined below ensures that full use is made of its resources for staff development and ensures the retention of well trained and well qualified employees within the Multi-Academy Trust overall.

This agreement is made between:

Employee Name: INSERT EMPLOYEE NAME AND JOB TITLE

and

School: SCHOOL NAME, part of the Interaction and Communication Academy Trust (ICAT).

SCHOOL NAME and the Interaction and Communication Academy Trust agrees to support the above-named employee's completion of the following course:

Course title: FULL COURSE NAME

Training provider: COLLEGE/TRAINING PROVIDER NAME

Start date: DATE

Expected duration of the course: 12 months / 18 months / 24 months / 36 months

Course objectives: INSERT

SCHOOL NAME and the Interaction and Communication Academy Trust will provide funding of £ (insert amount) (plus VAT) to complete the above course, paid directly to your training provider.

Terms and conditions

SCHOOL NAME and Interaction and Communication Academy Trust agrees to fully support and mentor you through your course, in return, we require you to meet the following conditions:

1. I understand that I am responsible for any additional costs relating to the course such as books, travel, materials, and equipment
2. I agree to commit the required time and effort required to complete the above course and meet the responsibilities outlined by the training provider.
3. I agree to work at SCHOOL NAME, part of the Interaction and Communication Academy Trust as per the terms of my employment contract.

4. I will give a copy of my certificate to the Principal of **SCHOOL NAME** on completion of the above course.
5. Should I not complete the above course or be able to meet any of the above conditions, I will inform the Principal of **SCHOOL NAME** in writing immediately and understand that I may be required to pay back the amount awarded.
6. I will remain employed at the Interaction and Communication Academy Trust in my role of **JOB TITLE** at **SCHOOL NAME**, during the period of training and understand that I may be required to pay back the amount awarded in full should I leave employment during the period of training.
7. I will continue to work at **SCHOOL NAME**, part of the Interaction and Communication Academy Trust, for **36 months** after the completion of the above course and should I leave prior to this date I understand that I may be required to pay back the amount awarded in full, or in part, based on the schedule below.

Notice Given	% Of Recovery of Full Course Cost
Within first 12 months	100% - equating to £INSERT AMOUNT
Within 24 months	66% - equating to £INSERT AMOUNT
Within 36 months	33% - equating to £INSERT AMOUNT

AGREEMENT

I also hereby agree that if I leave service, except for in circumstances beyond my control, during the agreed course, I will repay all accrued training costs to date.

Signed:

Printed name: **EMPLOYEE NAME**

Date:

Signed on behalf of ICAT:

Printed name: **NAME, POSITION**

Date:
