Professional Development Policy

Key Information	
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ELT Post Responsible for Update and Monitoring	Principal / CEO
Published on Website	Yes
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Date of Next Policy Review	28 November 2025

1. Aim

1.1 The aim of this policy is to outline the College's commitment to the continuing professional development of staff, to provide a structured framework for the planning and delivery of essential staff development to support the College's Vision and Strategy. This will ensure that:

   1.1.1 the skills and performance of employees is improved;

   1.1.2 professional development learning objectives meet the needs of the employee, customer and organisation needs; and

   1.1.3 engagement with professional development is monitored.

1.2 As an academic community committed to lifelong learning, the College aims to ensure that opportunities are available to staff whilst employed that will allow for intellectual and personal development; recognising that its staff are key to achieving its key priorities. It is vital that the College enables staff to engage in ongoing development, helping them to achieve excellence and make an effective contribution to the College's future growth and success.

1.3 Continuous professional development of staff must be current, relative to individual roles and responsibilities and provide access to industry sector expertise and skills reflecting local and national priorities for skills and training needs.

1.4 This policy will not discriminate either directly or indirectly against any individual on the grounds of gender, race, ethnicity or nationality, sexual orientation, marital status, religion or belief, age, disability, socio-economic status or any other personal characteristic.

2. Policy

2.1 All staff members are ultimately responsible for their own professional development; they also have a responsibility to contribute, as appropriate, to the development of others.

2.2 The College is responsible for supporting and encouraging the professional development of its staff.

2.3 The College will provide opportunities for staff to engage with professional development through planned CPD days and through the annual meeting schedule.

2.4 Professional development information and provision will be accessible to all staff employed by the College, including full-time and part-time staff.

2.5 All staff involved in teaching or assessing learners and Apprentices are required to undertake a training induction programme and complete key programmes of training on Barriers to Learning and Rosenshine.

2.6 All new staff will be subject to a probation period. In most cases this lasts either six months or nine months and will involve regular meetings between the individual and their line manager to assess progress, set targets and identify areas where development is needed.

2.7 All staff involved in teaching or supporting learner and Apprentice learning are appropriately qualified, supported and developed.

2.8 All staff will obtain and enhance their expertise through appropriate professional qualifications professional development. This may include induction programmes, teaching and learning support courses, staff development programmes and networking opportunities such as communities of practice.

2.9 Staff will also participate in the College performance development review process conducted by their line manager. This will include a review of individual staff learning and development needs in relation to the skills and knowledge required for the role and a discussion around personal development.

3. Induction

3.1 Every staff member will participate in an effective induction programme, which covers a detailed introduction to the College and includes the relevant safeguarding, health and safety requirements relating to the individuals job role.

3.1 To facilitate the induction process, in the first week of employment staff will not carry out the duties of their role and instead they will participate in planned induction activity.

3.2 Line Managers will be responsible for assigning a buddy to the new starter and planning their induction activity whilst ensuring that mandatory CPD is completed.

3.3 All staff will be made aware of the College's policies and procedures which most closely relate to their job role.

3.4 Following the initial induction and throughout the probationary period, the College will provide, appropriate introductory training and support, which may include mentoring and peer review.

3.5 Appropriate training and briefing will be provided for all staff in health and safety and accident prevention and in relevant statutory and regulatory requirements

4. Performance Development Reviews

4.1 Once the probation period is completed, all staff will participate in the Personal Development Process.

4.2 The process has 3 key stages, Objective and target setting, regular checks in and an end of years review. The purpose of this is to ensure on-going dialogue between staff and the manager and ensuring that learning and development needs are discussed and reviewed as part of this discussion.

5. Teaching Learning and Assessment

5.1 Staying up to date is essential in every profession. Continuing professional development is important because it ensures you continue to be competent in your profession. It is an ongoing process and continues throughout a professional's career.

5.2 Like other professionals, teachers and trainers in further education and skills need to keep a record of their CPD and declare the number of hours spent every year and the type of development undertaken to their employer and to their professional body.

5.3 Teaching, Learning and Assessment CPD allows teachers to keep pace with the current standards of others working in education. It ensures their knowledge and skills are current so they can deliver high-quality teaching and impact positively on learner outcomes.

6. CPD Days and CPD Meeting Slots

6.1 The College is committed to implementing on-going CPD days throughout the year. In each academic year key dates will be identified in the calendar with a schedule of activity agreed. All staff will be required to participate in CPD days.

6.2 The content of CPD days will be established by giving due consideration to statutory requirements, feedback and findings from lesson observations and walkthrough's, strategic plans, skills development activity and team requirements.

6.3 In addition to the full days devoted to CPD activity the College calendar will identify weekly meeting slots given to supporting staff development. The plan for these will be recommended by the Assistant Principal Quality and the Executive Director of Organisational Development & Human Resources in consultation with key stakeholders and agreed by the Executive Leadership Team.

7. Standards

7.1 The College recognises certain minimum standards associated within specific roles which must be met by all

individuals through appropriate Continuous Professional Development (CPD) activities. The Human Resources (HR) function will monitor compliance with these initiatives.

7.2 All members of staff:

7.2.1 are required to participate in the College induction process;

7.2.2 are required to engage in mandatory Safeguarding, Prevent, Fire Safety, and Health and Safety online training annually. From time to time there may be other training deemed mandatory for specific groups of staff. The expectation of staff is to complete all mandatory training requested with the timeframe allocated;

7.2.3 are required to keep up to date with developments in the College's field of work, technology, legislation and College policies and procedures amongst other activities, full time academic staff will need to complete a minimum of 30 hours CPD and full-time support staff will need to complete a minimum 20 hours CPD per academic year. For part time staff this is pro-rated in accordance with the contracted hours;

7.2.4 that are designated first-aiders must have a relevant and current First Aid qualification. HR will hold a record of the staff who require this training and will invite the individuals to update their training periodically; and

7.2.5 must engage with the use of Information Learning Technology/eLearning *(ILT/eL)*.

8. Identification of CPD Needs and CPD Planning

8.1 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 personal development review process also forms an important part in the identification of on-going development which aims to measure performance against agreed objectives and identify staff professional development which may contribute to the completion of the objectives.

8.2 Staff can request training that is delivered in whichever way they believe is most appropriate and effective. Staff might request training which would be:

8.2.1 undertaken on the College premises;

8.2.2 delivered whilst they are performing their employment duties or separately;

8.2.3 provided or supervised by the College, any other College or training provider; and/or

8.2.4 undertaken without supervision.

8.3 When CPD is identified, consideration should be given to the most appropriate method for completing this need, taking resources into consideration.

8.4 The College may provide financial assistance to those undertaking formal qualifications or external events relevant to their role.

8.5 All staff requesting CPD must complete the relevant application form, seek approval from their line manager and submit the form to the Human Resources Team who will discuss the request at Staffing Panel.

8.6 Feedback will be given to staff who apply for CPD support.

8.7 The College has the right to claim back all or part of the course/qualification fees if an employee leaves within 2 years of completing funded learning.

9. Monitoring and Evaluating CPD

9.1 Evaluation is important to ensure that learning has been effective or has a measurable impact.

9.2 On completing any professional development all staff are required to complete a learning reflection log, which will then be added to their personal CPD record.

9.3 Engagement with professional development will be tracked and monitored through the College's Performance Development Review (PDR) process.

9.4   SLT members will be asked on an annual basis to evaluate the impact of learning and development activity within their areas of responsibility.

9.5   The Executive Leadership Team (ELT), Executive Director Organisational Development & Human Resources along with the appropriate committee of the Governing Body will review and renew the policy at least every 3 years.