

Continuing Professional and Leadership Development Policy

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1. Rationale and structure

Futura Learning Partnership (the trust), is committed to delivering high quality and effective continuing professional and leadership development (CPLD) opportunities for teaching staff, non-teaching staff, governors, trustees and members.

The professional development training on offer is designed to support and develop good practice across roles, aligning to career stage and aspiration. This also includes the provision of mandatory training and First Aid training.

- There is a trust CPLD Co-ordinator who works with school leadership teams in the trust to organise trust-wide training in line with career stage and aspiration as well as common priorities identified across the trust. This encompasses provision for individuals and groups.
- Within each trust school there is a CPD Leader who is a member of the school's Senior Leadership Team. It is the responsibility of this colleague to ensure provision within each individual school in line with identified need arising from performance management, self-evaluation and whole school priorities and internal school approval is required for any budget commitment.

2. Key elements of the trust CPLD Provision

There is an expectation that all trust colleagues will take an active role in the ownership of their professional development.

- The trust will utilise a range of provision adopting economies of scale and best value principles in identifying CPLD opportunities.
- The trust's CPLD provision will support staff in the development of skills progressively, allowing them to build on and reinforce their expertise, particularly appropriate to career stage, in the context of their Performance Management/Appraisal targets, the Teachers' Standards and/or other relevant competencies.
- The trust will seek to provide and support opportunities for professional recognition including accreditation of the CPLD undertaken, wherever possible.
- Mandatory training, including First Aid training and Positive Handling training is offered through the trust and this is renewed/valid on a two year cycle.
- There is a suite of online learning modules available through iHasco and webinars through the National College, to complement the annual CPLD offer.
- There is a secure system to advertise trust CPLD opportunities and to manage bookings and evaluations.

3. Training opportunities and pathways

Training and development needs will be identified from various sources and by various routes including individual school's self-evaluation and performance management / appraisal, other internal

and external monitoring, national and local priorities, the CPLD Steering Group, the trust Specialist Leaders in Education, Leading Professionals, and Line Managers.

- Annually there will be the provision of the CPLD offer. It will comprise of the trust's Continuous Professional Development Opportunities, for all staff, including governance and mandatory training. This features face-to-face training as well as remote and online training.
- Annually there will be the provision of the trust Conference which will provide opportunities for all staff within the trust, members of the Board of Trustees and Governors to access workshops sessions about educational practice, well-being practice and general professional sessions. It is also a key opportunity to network and share and develop good practice.
- Internal and external pathways and opportunities are offered across the trust to provide opportunities for the following groups of teaching, non-teaching staff, governors, members and trustees:

Initial Teacher Education Mentors

Newly Qualified Teachers and Mentors

Recently Qualified Teachers

Aspiring and Recently Appointed Middle Leaders

Aspiring Senior Leaders

Trust Specialist Leaders of Education

Administrators

Teaching Assistants and Learning Support Assistants

Central Team

Operational Staff

Governors, members and trustees

The professional development opportunities available are offered if they:

- Meet identified individual, team, school or national development priorities
- Contribute to raising the standard of students' achievements or staff performance
- Are based on recognised effective good practice
- Are delivered by those with the necessary experience, expertise and skills
- Are based, where appropriate, on relevant standards
- Respect equality and cultural diversity
- Provide value for money, addressing economies of scale where appropriate
- Have effective monitoring and evaluation systems, including acting on user feedback

For teaching colleagues, they will reflect the DfE standard for teachers' professional development:

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

The trust will support a wide portfolio of CPLD approaches, including:

- In and across-school training using the expertise available within the trust for shared activity e.g collaborative planning, and assessment, classroom observation, peer evaluation, collaborative enquiry and problem solving
- Coaching, mentoring and engaging in learning conversations
- Accessing an external consultant/advisor or relevant expert
- Use of data, student voice and outcomes
- Attending an internal or external lecture, course or conference
- Visits to schools of best / excellent practice both within and external to the trust
- Postgraduate and other professional development from higher educational institutions
- Nationally recognised professional qualifications such as Level 3 apprenticeships, NVQs Distance learning e.g webinars, e-learning, educational journals and publications, training videos
- Practical experience e.g exam marking experience, opportunities to present a paper at a Local or national conference, contribution to a training programme, contribution to
- external partnerships

Please also refer to the Apprenticeship policy, which can be found here: [HR policies](#)

The CPLD Co-ordinator will provide regular reports to the CPLD steering group, Education and Standards committee and to the Teaching School Lead relating to aspects of CPLD.

The CPLD Co-ordinator will review annually whether any aspects of the CPLD provision are not fully effective or do not represent value for money, and make amendments as appropriate.

4. Staff commitments to the trust

- All colleagues engaging in CPLD opportunities will be expected to reflect on their development resulting from the CPLD opportunity undertaken.
- All colleagues will be expected to maintain their own CPLD record via the use of the school's recording system, which may be BlueSky or other form of maintaining this information.
- All colleagues engaging in CPLD opportunities will be expected to seek opportunities to share their training outcomes with school and trust colleagues to spread good practice, enhance understanding of role requirements and to improve student outcomes.
- It is recognised that delivering / facilitating CPLD is also a continuous professional development opportunity, supporting career progression for the facilitator as well as delegates. It also contributes to the provision of evidence for example, UPS criteria and expectations.

5. Teaching School

In 2018 Wellsway School was designated a Teaching School and the Great Western Teaching School Alliance was formed, encompassing all of the trust schools, and other local partners:

<https://greatwesterntsa.org.uk/>

The four key strands of the Teaching School are as follows:

- CPLD opportunities
- ITT provision
- School-to-school support
- Research and development

The trust CPLD offer forms the basis of the CPLD opportunities offered through the Teaching School. Teaching School Alliance schools and other schools are offered access to these CPLD opportunities for free or for a fee.